

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 65

University Points Limelight At Student In New Inquiry Into All Campus Influences



Minneapolis, Minn.

Jan. 14, 1925

WHAT does a university course accomplish for the students for whom it is devised, and just what benefits do they derive from it?

The University of Minnesota has determined to apply this question in detail to an assortment of the important things that go on at that institution. The University will apply the question both to instruction and to various activities outside the classrooms, such as student publications, student dramatics, debating, and athletics. It will ask and seek to learn how these affect the student, and to what degree they benefit him. Again, it will study the University marking system. Does it summarize accurately the ability and accomplishments of the student whose success it records? An effort to find the

Address communications to: Minnesota Chats, T. E. Steward, editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

truth will be made. There are five or six other forms in which the question will be asked, five or six more major influences on undergraduate life that will be studied in an effort to get an accurate measurement of their value to the student himself.

WHAT DOES IT MEAN TO THE STUDENT?

Although it is important for a University to preserve and enlarge learning and to maintain a body of persons whose skill in many fields shall constitute a reservoir of ability that is available to the public under proper circumstances, it is a remarkably open secret that a state university's main purpose is to provide opportunities for the cultural and professional education of the young people of the state. Asked why a state should maintain a university, ninety-eight, or maybe all, out of the hundred citizens, would answer that it was to offer high school graduates a chance to continue their education. The student is at the heart of the thing, and it is on this simple theory that the University of Minnesota has established a Committee on Educational Research, which will have as its sole interest the University of Minnesota student and his development.

Men from practically all major divisions of the University of Minnesota have been drafted to serve on this committee, and many smaller departments are represented by membership on subcommittees.

Minnesota's effort to take honest stock in its system of educating young men and women with the actual students at the focus of the limelight and all measuring instruments employed to chart the influences affecting these young persons will probably attract attention. A widespread program has been laid out by Dean M. E. Haggerty of the College of Education, whom President L. D. Coffman has appointed chairman of the committee.

In a preliminary announcement, the committee has stated its function as follows: "The committee has conceived its immediate interests as centering about the problems of student personnel. It is concerned with the vocational and educational guidance of students and an evaluation of all those influences affecting the life, character, and training of young

people in a University. It seeks to learn the effect of the college environment, both curricular and extra-curricular, upon the development of rich and varied personalities, the making of good citizens for the state, and the preparation of young men and young women for efficient vocational and professional life.

"The methods of this committee are those of investigation and research. Both for its own members and for others associated with it, it seeks to stimulate an interest in the study of the University's educational problems. It serves as a discussion group before which a problem may be presented and analyzed, and by the aid of which a program of investigation may be planned and perfected. The committee as such assumes no responsibility for carrying any project to the point of modifying University policies. It seeks rather to be a fact finding commission, trusting that any information it may develop will be given proper publicity and may, perchance, fall on fertile soil."

Eight projects have been mapped out by the Committee on Educational Research. The first of these will be a study of student personnel records. It will draft a model record system by which University of Minnesota authorities may note and preserve all important information about each student, with a view to using it as a basis for advising that student. Adoption of the card will be optional after the report is made.

ARE BIG OR SMALL CLASSES BETTER?

The efficiency of instruction in classes of different sizes will be the second topic of study. A subcommittee to which this task has been assigned will seek facts on the achievements of students when instruction is given in small classes, in classes of medium size, and in classes which are large.

An analysis of the marking system in use at Minnesota is the third project. It is proposed to study the marks which students receive in their several classes in relation to each other, in relation to measures of intelligence and to other factors affecting student achievement.

A study of the educational value of the activities of University students outside their classrooms, the so-called "stu-

dent activities" will be one of the most interesting items in the program. What influence have these activities on the education of a student and upon the development of qualities of mind and character not directly affected by classroom studies? The committee will seek an answer to this.

A proposal to examine the best means for maintaining the educational relationship between a college and its graduates has been assigned to a subcommittee on alumni contacts.

Under Project 6, it is proposed to study the significant factors affecting the mental hygiene of college students and to analyze the effect of the college environment upon the development of a proper mental outlook for college students.

The subject of vocational guidance for women is one of steadily increasing importance. A subcommittee has been named for this task but has not as yet reported a definite program of work. The same is true of the projected study of the best means of training for outdoor leadership.

A main purpose of the investigation will be to make available to all members of the University of Minnesota faculty the facts and findings of the various subcommittees which study these important projects. The value of the discoveries will be proportionate to the amount of use that is made of them. With this in mind a plan is being worked out to keep members of the faculty supplied with information arising from these studies. The information will then have reached the point where contact is made between the teacher, who seeks to know the best ways of influencing students, and the student, for whose sake the whole effort is being undertaken.

The breadth of the committee may be judged from its membership, which is as follows: Chairman, Dean M. E. Haggerty, education; Dr. L. B. Wilson, Mayo Foundation; Professor R. E. Scammon, anatomy; Professor D. G. Paterson, psychology; Dean Alfred Owre, dentistry; Dean O. M. Leland, engineering, architecture, and chemistry; Dean F. J. Kelly, administration; Dean J. B. Johnston, Science, Literature, and the Arts; Dean E. M. Freeman, agriculture, forestry, and home economics; Dean G. S. Ford, graduate school; Dean George W. Dowrie, business; Professor Frederic Bass, civil engineering.

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 66

Publications Are Popular With Students, Who Edit A Daily and Four Magazines



Minneapolis, Minn.

Jan. 21, 1925

WHEN C. K. Webster of the University of Wales, a distinguished student of political history, came to the University of Minnesota recently to teach during the winter quarter, one of the first things that stirred his interest was the fact that he received each morning a campus newspaper, published by the students. Clearly, he considered it remarkable that a daily newspaper of professional appearance, one that often manifested many other excellences, should appear regularly, chronicling the life of the University of Minnesota and the beliefs and aspirations of its students. If one may judge from his surprise, the students in British universities do not perform this particular feat, which may be a revelation of New World enterprise and eagerness.

Address communications to: Minnesota Chats, T. E. Steward, editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

Whether it be the thrill of seeing one's own written thoughts or narratives revealed in the emphatic assertion of black and white, or that of communicating with the larger crowd, or the satisfaction of knowing that here is a medium for wielding influence and political power, in the campus sense, the student activity that passes under the general description of "publications" is tremendously popular at Minnesota. Only athletics can be compared with "publications" in its hold on student favor, and no one branch of athletics attracts so many as are engaged in the work of student magazines and The Minnesota Daily, the student newspaper. Furthermore, the work of publishing goes on throughout the college year, while each branch of athletics is restricted to a relatively brief period.

THREE MAGAZINES PUBLISHED BY STUDENTS

Students at Minnesota publish a newspaper, three magazines that are altogether student enterprises, one magazine that is run by students under close faculty responsibility, and contribute to a fifth magazine, The Minnesota Law Review, in which the contributions of mature scholars play the leading role. The three student magazines that are published in addition to The Minnesota Daily are the Ski-U-Mah, an All-University publication of humorous bent; the Tech-No-Log, published by students in the College of Engineering and Architecture, and The Gopher Countryman, organ of the students in Agriculture, Forestry, and Home Economics. The other magazine is The Minnesota Quarterly, for which the faculty of the Department of English is responsible, and which prints the best productions of academic students.

Not least among many interesting facts relative to these publications is the discovery that they are not only produced and managed by students, but that students support them almost exclusively. None of the magazines receives support from any University of Minnesota funds. The Daily is paid the equivalent of fifty cents a quarter by every student on the campus and in return it prints each day the official calendar of University activities. As students are held responsible for information in this calendar, the University is

forced to make an arrangement that guarantees its receipt by all. It has accomplished this by providing universal circulation -of The Daily. The fifty cents is charged against the deposit fee of each student, making a total of \$1.50 a year. Formerly, when a third or less of the students took the paper, the annual subscription price ran up to \$3.50. The only expenditure by the University is one to cover delivery of The Daily to faculty and staff members.

Thanks to the advertising which The Daily obtains from firms that are glad to reach this concentrated student buying power, the paper is now able to make both ends meet, with a little something to spare. This is a complete reversal of the situation that existed two years ago. Then the paper was forced to suspend for an entire quarter before the system of universal campus circulation set it on its feet again. The keenness of student interest in this newspaper was best shown when its affairs reached a crisis and it was forced to suspend. The best student minds were brought to bear on the problem immediately. They evolved a plan for general oversight of student publications by a student committee, with minority faculty representation, that was submitted to the student body and overwhelmingly accepted in a referendum. As a consequence of this arrangement, the Board of Regents approved the plan for general circulation, and The Daily, with an assured subscription list, was placed on its feet with its fortunes established as regards both circulation and advertising.

DAILY HELPS UNIFY STUDENT BODY

The two great functions of The Minnesota Daily are that it helps unify the student body by broadcasting information about the worth-while activities of the campus, making all students feel an interest in these affairs, and that it provides a medium for the frank expression of student opinion. These opinions are stated on a great many matters, some of them things that are going on, others, things which the students would like to see begun. With its staff of approximately 100, if all noses are counted, The Daily serves to give many an enthusiastic student reporter an insight into University matters that would never have dawned on him had he not set out to

learn for himself in this search for news. It is sometimes a little hard on the busy teacher, who must stop and explain matters with which the student has not the slightest familiarity. But after all, the student is the gainer, and that is the end toward which the institution's activities are mostly directed.

The two magazines which have separate colleges as their fields, The Tech-No-Log and the Gopher Countryman, besides publishing articles by students and faculty members on subjects of interest to engineers and agriculturists, perform the additional service of linking up the alumni with the colleges. Alumni notes are printed, recording the accomplishments of those who have graduated, and alumni subscriptions are sought with a view to retaining the interest and co-operation of students who have passed outside the college sphere.

Ski-U-Mah is the magazine that mirrors the lighter side of undergraduate life, revealing the student somewhat as he sees himself by reflection in a public opinion that likes to picture a creature of infinite drollery, with coonskin coat, horn spectacles, and a limitless capacity for oversleeping or giving the wrong answer. Magazines of this type are popular in every college and they do not so much reflect conditions at any one institution as they show a phase of the human mind at a certain time of life. The truth is that a student is no more the "nut" that college humorous magazines make him than he is the sagacious philosopher one might fear he had become after perusing some of the heavier editorials in student dailies. A distillation of all these publications might be typical of the more clever and aggressive of the student body, for they are the products of the more aggressive and clever.

Biggest of the student publishing ventures, but in a different class from the others because it appears but once a year, is The Gopher, a class annual which is brought out each year by the juniors. It records college activities and companionships with art and accuracy and is one of the most cherished keepsakes of practically every former student.

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 67

Vitamines, Known Chiefly By Their Absence, Take Cruel Revenge If They Are Snubbed



Minneapolis, Minn.

Jan. 29, 1925

NEBUCHADNEZZAR, the Old Testament king who is familiar to every child because of his unusual experiment in eating grass, after which he was restored to normal health, may have performed the first recorded research on vitamins, those strange somethings that have such an important effect on one's bodily condition, depending on whether they are in the food or not. Nebuchadnezzar ate grass. Today one takes orange or tomato juice, spinach or cabbage, or possibly cod liver oil, all depending on the vitamin that is needed.

Vitamins in the diet may be compared to the fish in a lake to which one goes for an outing. If there aren't any, the whole plan is utterly ruined.

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

Several research workers at the University of Minnesota, notably Dr. J. F. McClendon, have devoted much time to a study of vitamins, and so great an interest has been aroused that there was not even standing room one day last week when Dr. E. S. McCollum of Johns Hopkins University, a national authority, spoke on "Our Present Knowledge of Vitamins".

The stony hearted individual who can look on without tears when his partner trumps his ace or his wife wraps up the garbage in an unread evening paper of current date may not be a monster or a degenerate at all, judging from Dr. McCollum's statements. He may be merely deficient in the vitamin "A", a lack which causes a loss of function of the tear glands. The salivary glands are similarly affected when this vitamin is absent.

LACK OF VITAMINES MAY BE FATAL

But the problem is really a serious one. Japanese students have found that eye afflictions that have beset scores of thousands of children in the Orient have been due to the absence of the essential vitamin "A" from their diet. Young animals with which experiments have been conducted fail to grow when the "A" vitamin is missing from their food. The bearing on human life seems to be evident enough. For healthy growth, an animal must have food containing nine well-known inorganic elements, the lecturer said, but even when all these are present in the diet young animals fail to grow properly and they develop serious eye trouble, if the vitamin "A" is missing. David Livingstone, the African explorer, is said to have been the first to observe the effects on the human eye of a diet which is now known to have been deficient in this vitamin. It is contained in cod liver oil, butter fat, or egg yolk fat, but vegetable fats have little or none of it. Living on the vegetable food of the jungle, Livingstone's men suffered from a disease of deficiency.

In experimenting with the effects on the eye of an absence of vitamin "A", scientists discovered a diet which produced sterility in rats. They then added the missing vitamin "A" to the diet without remedying the condition that caused steril-

ity. This led, according to Dr. McCollum, to the discovery of a new vitamine, called at first "X", but later given its proper place in the sequence as vitamine "E", the vitamins "A", "B", "C", and "D" being already known. When oil made from the wheat germ was added to the sterility diet, or when lettuce was added, the sterile condition was remedied.

The next vitamine, "B", was discovered in Batavia, Dutch East Indies, in 1897 by the doctor who had charge of a hospital in which many patients were suffering from beri-beri, a disease which has scourged the Orient for a great many years. Chickens which ate the waste food from the hospital were found to develop a condition like that brought about in humans by beri-beri. Investigation showed that patients who ate polished rice, from which all husk and coloring matter had been scoured away, were victims to the disease, while the addition of unscoured rice to the diet, relieved them.

Unlike the vitamine "A", which is present in relatively few foods, cod liver oil, butter fat, celery and cabbage being among the favored ones, the vitamine "B" is missing from only a few foods. Foods which lack the vitamine "B" include pure starches and sugars, such as one keeps in the kitchen, white flour, fats, oils, and polished rice. While large amounts of these foods are consumed in the United States, they are almost invariably mixed with other items in the diet. But in the Far East poverty forces many people to live on a diet mainly of rice, and beri beri results. Recovery from conditions caused by a lack of the "B" vitamine is said to be spectacular when the missing item is re-established in the diet. Prolonged absence of the "B" vitamine from one's food brings about a weakening of the intestinal wall, however, and it takes some time to rebuild the body that has reached that stage of the illness.

VITAMINES CURE SCURVY, SAILORMAN'S PLAGUE

For years the disease known as scurvy was a menace to all sailormen, especially in the days of sailing vessels, when ocean voyages were slow and supplies of green food were likely to run out during the course of long cruises far from land. Science knows now that scurvy results from a diet that

is deficient in vitamine "C". Dr. McCollum said that scurvy puts in an appearance after 40 days of total deprivation of green vegetables. Citrus fruits, such as oranges, are particularly rich in this vitamine, and it is the food element mothers administer to twentieth century children when they spoon orange juice or the juice of fresh tomatoes into their little mouths.

Vitamines seem to be extremely sensitive to heat and are readily killed when foods containing them are heated. Canned fruits, for example, have not the anti-scorbutic properties of fresh ones. The "A" vitamine, also, is destroyed by the oxidation that takes place when the food is subjected to heat.

When cities first began to require the pasteurization of milk, cases of infantile scurvy increased rapidly. This was due, it was found, to the destruction of the "C" vitamine by the heat applied in the process of pasteurization. When orange or tomato juice was added to the children's diet, the disease was cured.

It remains to tell something about the "D" vitamine, which is also associated by medical science with a deficiency disease, rickets. Rickets is a disease of the bones and involves the inability of a child's bones to grow properly if certain elements, the vitamine "D" chiefly, are left out of the diet. Normal bone growth, Dr. McCollum pointed out, requires the presence of the diet of three main elements, calcium, phosphorus, and the "D" vitamine. The calcium and phosphorus, he said, must be in balance. A great deal of both in the diet is all right, he said. So is a little of both. But much of one and relatively little of the other is dangerous. And absence of the "D" vitamine is dangerous also. Cod liver oil has been found to supply the "D" as well as the "A" vitamine. This substance, in fact, has been awarded the world's championship as a source of vitamins.

Vitamines are not only of great importance to the bodily well being of humans but to domestic animals as well. Turkeys and chickens are often afflicted with diseases due to a lack of the vitamins contained in green vegetables and grasses.

One of the problems with which science is concerning itself now is that of finding a way to preserve fruits without destroying the "C" vitamine by oxidation.

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 68

Many Minnesota Professors Contribute, As Authors, To Spread Of Knowledge



Minneapolis, Minn.

Feb. 4, 1925

THE three "worst" reasons for desiring an education, given in all seriousness a great many years ago by an English dean, were held up to public view recently by the president of an eastern college, who quoted the former worthy to the effect that an education was desirable because,

First, it enabled you to read the words of Scripture in the original tongue;

Second, it entitled you to a sense of contempt for those who couldn't, and,

Third, it qualified you for positions of large emolument.

While there are many, no doubt, for whom the ability to read the Scriptures in the original is still important, the distance we have traveled since the day when such a statement as the second could be made could hardly be shown better

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

than by the mere repetition of the statement. Wherever else the learned man with such an attitude might find companionship today, one thing is certain—that he would not find life pleasant in the universities.

PRESENT OBJECTIVES QUITE DIFFERENT

If it were possible to give three reasons why scholars seek thorough knowledge in the twentieth century, such education, let us say, as is represented by doctor of philosophy degree, they might be these: First, and least important, knowledge for its own sake; second, knowledge for the sake of preserving and transmitting it, in other words, teaching; third, knowledge as the basis for study and research that will increase knowledge and expand the boundaries of human comprehension.

The scholar of today views his knowledge not as something that entitles him to feel contempt for those less learned, probably the last thing that ever enters his mind. He considers it to be an endowment by which he is privileged either to put that knowledge into circulation for the benefit of his own community or to enlarge existing knowledge in his own field for the benefit of all to whom it may be important.

Near the top among ways in which important knowledge may be put into circulation is the publication of books. In them knowledge is recorded for the future and made available in the present. Measured by its production of books, the University of Minnesota faculty has made the past two or three years a period of marked usefulness. Seldom has a month passed without the publication of a volume by some member of the faculty.

A survey recently made by a student in journalism at Minnesota shows that recent faculty productions have dealt with philosophy, geology, ancient and medieval history, Minnesota flowers, old Saxon and recent English literature, the science of education, the Russian revolution, and many other topics. This list, admittedly incomplete, shows these as some of the works by Minnesota faculty members:

“Elements of Electrical Engineering”, by Prof. George D. Shepardson; “Industrial Education in the Public Schools of Minnesota”, by Prof. Homer J. Smith; “The Financial Support of State Universities”, by Dr. R. R. Price; “Out-

lines of Pathology", by Dr. E. T. Bell; "The High School Principal", by Prof. L. V. Koos; "A Guide to Spring Flowers of Minnesota" (revised edition), by Prof. C. O. Rosendahl; "Geology of Petroleum" and "General Economic Geology" by Prof. W. H. Emmons; two volumes for the Kentucky Geological Survey, one on the geography of the Kentucky mountains and one on the geography of the Jackson Purchase Area", by Prof. Darrell H. Davis; "Theories of Macrocosms and Microcosms in the History of Philosophy" and "A Course in Philosophy" by Dr. George P. Conger; "Beowulf and the Fight at Finnisburg", edited by Prof. Frederick Klaeber; "The Technique of Thomas Hardy", by Prof. Joseph Warren Beach; "William Dean Howells", by Prof. Oscar Firkins; "The Beauty of the Purple", a novel of ancient Constantinople, and "A Short History of the Near East", by Prof. Williams Stearns Davis, from whose pen "A Day in Old Rome" will appear soon; "The First Crusade", by Prof. A. C. Krey, who is now at work on a college text in European history; "Leaves From a Russian Diary", by Prof. Pitirim Sorokin, one time secretary to Alexander Kerensky. Mr. Sorokin has in the press, "The Sociology of Revolution", which will soon appear. "Italian Silhouettes" is a book by Prof. Ruth S. Phelps, author of "Skies Italian"; "Scott Burton in the Blue Ridge", latest in a series of boys' books written against a background of forestry operations, is by Prof. Edward G. Cheyney. Prof. W. S. Hart has produced "The Mathematics of Investment" and a study of the American Telegraph and Telephone Company has been written by Prof. J. Warren Stehman.

DISCUSS DENTISTRY AND SCHOOL FINANCE

Besides the works listed, Dean Alfred Owre of the College of Dentistry has been writing a continuous series of monographs dealing with the problems of the dental profession. Dr. Fletcher H. Swift has produced several volumes in his nationally famous series of "Studies in Public School Finance". These have dealt with "Colorado and California", with Massachusetts, New York, and New Jersey", and with a group of the southern states, including Arkansas. No doubt many other meritorious works on which reports are lacking deserve to be listed here.

Dr. Sorokin's "Leaves From a Russian Diary" has been widely reviewed because of its excellence and the marked interest that inheres in an eye witness account of the revolutionary upheaval that dethroned the Tsar of Russia and placed in power the group who ruled until Bolshevism finally inundated that land. As secretary to Kerensky, Dr. Sorokin was definitely "in action" throughout the days of which he writes, and his account should be one of the enduring pieces of evidence bearing on those mighty times.

As an historian with a gift for recreating the scenes and lives of bygone civilizations, Prof. Davis has had many thousands of readers for his novels. The predecessor of his "A Day in Old Rome", now being published, was "A Day in Old Athens", which became so popular that publishers finally prevailed on him to write its Latin counterpart. Among his other books have been "The Friar of Wittenberg", a study of Martin Luther, and "A Friend of Caesar". His "The Roots of the War", published during wartime, was one of the outstanding discussions of that fecund subject.

Long before he brought out "William Dean Howells—A Study", Prof. Oscar Firkins' name was familiar to a great many who enjoy literary criticism. He was a frequent contributor to "The Nation" and at one time he gave up his work at Minnesota for a year to serve as dramatic critic of "The Review". A notable biography of Jane Austen by Prof. Firkins preceded his study of Howells.

Novel among publications by Minnesota faculty members were a group of critical works in Spanish, written by Pedro Henriquez-Urena, an instructor in Spanish, which appeared from presses in Spain and Spanish America while he was at Minnesota. Richard Jente, an instructor in German, is the author of a book on Old English, recently printed in Heidelberg.

Among the outstanding scholarly works produced in his field during the past few years is the study of the Hamlet legend published two years ago by Prof. Kemp Malone of the department of English. Prof. Malone is now at Johns Hopkins University, on leave of absence for a year, to direct graduate study in the field of English at that institution.

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 69

Federal Law, Giving Land 63 Years Ago, Is Basis of University Military Units



Minneapolis, Minn.,

Feb. 18, 1925

WHY military training is carried on at state universities, the University of Minnesota for example, and to what extent it goes are questions not infrequently heard. A complete and interesting answer to them has been prepared by order of Major Bernard Lentz, U. S. A., commandant of the Reserve Officers Training Corps at Minnesota, for distribution among the students taking "drill". The pamphlet is signed by Captain Nyal C. Adams, acting adjutant of the post.

"Military training has had a place in the curriculum of the University of Minnesota for more than half a century," this leaflet says. "The first university faculty was organized in August, 1869, consisting of President W. W. Folwell and eight other members. One of these, Gen. R. W. Johnson, had the official title of Professor of Military Science and Tactics. It

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

is interesting to note that the head of the military department still retains this title.

“Military training was instituted at that time because of the Morrill act, which was passed by Congress in the summer of 1862. This act reads in part:

WHAT THE MORRILL ACT PROVIDED

“That there be granted to the several states for the purpose hereinafter mentioned, an amount of public land equal to 30,000 acres for each senator and representative in Congress to which the states are entitled; that the proceeds derived from the sale of these lands shall be invested in stocks and bonds, the interest of which shall be appropriated to the endowment of at least one college in the state where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and mechanic arts.’”

By state law Minnesota at about that time united the prospective colleges of agriculture, mechanic arts and liberal arts into a state university, such as it still is.

“This act, which received its name from its author, Senator Morrill of Vermont,” says the pamphlet, “proved to be one of the wisest measures ever passed by Congress. As a peace measure it has promoted higher education in the land-grant colleges throughout the country, and as a national defense measure it has proved its value in every war in which our country has been engaged since its passage. It should, as a matter of fact, be considered a war measure, because it was during the dark days of the Civil War, when the lack of trained and educated military leaders contributed in such a marked way to the disasters of the Union forces, that the bill became a law.

“In accordance with the Morrill act, military training was carried on until 1916 when Congress, through the National Defense act, extended the scope of collegiate military training and created the Reserve Officers Training Corps. Through this act the scope of military instruction has been broadened and the military work has been given more definite recognition

in that students who complete satisfactorily a four years course in the Reserve Officers Training Corps are commissioned as officers in the army of the United States. This act effectively provides for the common defense in that it gives our country for the first time a definite military policy.

"The people of the United States have been opposed to a large standing army ever since the country was founded. In the days of Washington the maxim arose, 'a large standing army is dangerous to liberty.' And since that time Congress has always seen to it that our standing army was never so large as to warrant any anxiety on the part of the citizens.

"The National Defense act is based on the Constitution of the United States, which assumes that it is the duty of every citizen to come to the defense of the nation when it is threatened by an enemy, either foreign or domestic. The act provides a small regular army, the National Guard, and the Organized Reserves. If the army of the United States, comprising these three component parts, is to prove effective in case of war, it is entirely plain that it must be well officered. This is where the Reserve Officers Training Corps comes in.

"Colleges and universities are, no doubt, instituted for the development of intelligent, educated leadership for peacetime pursuits. If this be so, why should not this same type of leadership be available in time of war, when the safety of the country may be at stake? This is exactly what Congress thought in 1862 when it provided for land-grant colleges such as the University of Minnesota and included in the provisions of the Morrill Act a course in military tactics. It is exactly what Congress thought almost fifty years later when through the passage of the National Defense act it provided for the establishment of the Reserve Officers Training Corps in our institutions of higher learning.

"DRILL" COURSE HELPS UNCLE SAM

"This brief history of military training at the University of Minnesota," says the report, "should convince the student that when he is pursuing the course in Military Science and Tactics he is fulfilling an obligation of citizenship that he owes to the national government, and that he is also assisting the university in meeting the provisions of the land-grant act,

which has helped so materially in the development of the University of Minnesota."

The organized Reserves, in which students who complete the advanced courses are commissioned, includes the officers reserve corps and the enlisted reserve corps. These are organized into units of all branches that are considered necessary in a major mobilization to supplement the regular army and the National Guard. The members of this reserve are trained as thoroughly as possible in times of peace through the mediums of correspondence lessons, short camps during the summer months, and lectures, but they are not supplied with military equipment. The members of the Organized Reserves are assigned as far as possible to companies, regiments, and divisions, and these furnish in time of peace the skeletonized organizations to which the bulk of the citizens, if called to the colors, would be assigned.

The basic military course at Minnesota, covering the first two years, is required of all men students physically able to perform the work. An advanced course of two additional years is optional, but carries as a reward of success, the privilege of being commissioned in the Organized Reserves of the United States Army. The advanced course at Minnesota, whose members are known as the senior unit, includes divisions of infantry, Coast Artillery Corps, Signal Corps, Medical Corps and Dental Corps trainees. For each of these groups regular army officers are assigned by the government to the university to direct special training in addition to the regular training by university faculty members.

An attractive opportunity offered to men in both the basic and advanced courses is that of attending the special summer camps conducted by the war department. The basic camp of the Seventh Corps Area, including Minnesota, is conducted at Fort Snelling, where, also, the advanced camp for the infantry, medical and dental units is maintained. The Coast Artillery Corps advanced camp is at Fort Monroe, Virginia, that for the Signal Corps at Camp Custer, Mich.

The government pays students in the advanced course about \$9 a month during the college year and 70 cents a day while they are in camp. An allowance of \$30 for uniform is made, also, together with \$6 for upkeep of the uniform.

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 70

Medicine, Public Health, and Nursing Are "Big Three" On Medical School Chart



Minneapolis, Minn.

Feb. 25, 1925

H EALTH is the most valuable asset of any people. Knowledge concerning the preservation of health constitutes the science of health. Looked at in a different aspect this is the same knowledge that is used for the prevention, detection, and cure of disease. It is the same thing as medical science.

The improvement and distribution of health knowledge is an important duty of society, which thereby safeguards its most valuable asset.

There is a large body of health knowledge which should be known to every citizen. Health instruction is therefore a legitimate and necessary part of general education.

Society also needs experts in health knowledge such as physicians, dentists, nurses, health officers, sanitarians and

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

health teachers. The medical and nursing schools are those parts of a University that train these necessary servants of society and that further the progress of medical science by research for fuller health knowledge. Dentistry also is founded upon medical science, though usually the education of dentists is administered in a separate school or college.

SOCIETY'S DUTY TO GUARD HEALTH OF ALL

The care of the sick poor and the training of health experts belong properly together and appeal alike to the worthy emotions and the calm judgment of public-spirited men and women. Money contributed to these ends operates with double force for the good of society. It protects, cares for and, in many cases, restores to usefulness the unfortunate of the present day. It provides the future with trained health experts and with an ever growing fund of useful knowledge.

At the University of Minnesota the Medical School is the division entrusted with education in medicine, nursing, and public health. The University seeks to interest in its plans for improving the Medical School all intelligent citizens who recognize that health is an important question of public welfare.

The Medical School of the University is the only medical college in the state. Moreover it is the only complete medical college between Milwaukee and Portland, Ore. Open to it, therefore, is a large opportunity, and upon it devolves a large responsibility.

The Medical School is about forty years old. From a small beginning it has grown to its present stage by a combination of state aid and private philanthropy. The state supports the school in the same way it does the other branches of the University. The state has built the two laboratory buildings and contributed a part of the cost of the original Elliot Hospital and the new Todd Hospital. The School has also received in time past \$120,000 from Dr. and Mrs. Elliot toward the hospital bearing their name; \$42,000 from a group of Minneapolis citizens for the site of the Elliot Hospital; \$250,000 from the Citizens Aid Society for a Cancer Institute; \$45,000 from Mrs. Frank Todd, Mrs. E. C. Gale and Mrs.

Emory Mapes toward the Todd Eye, Ear, Nose and Throat pavilion.

The school also has in its possession \$40,000 from the estate of Howard Baker. It has just decided to use this fund for radium. By the will of the late Dr. J. C. Moore, professor of surgery, his estate, subject now to a life interest, will eventually come to the Medical School for the department of surgery. Recently friends of the late Dr. J. P. Sedgwick, professor of pediatrics, contributed \$2000 and purchased his library for the Medical School. In 1924 Mr. William H. Eustis of Minneapolis turned over to the University land and other property valued at \$1,500,000 for the erection and endowment of a hospital and a convalescent home for crippled children. This magnificent gift will be available for use in 1927. The Mayo Foundation of \$2,000,000 is available for graduate study but not for undergraduate instruction.

In the forty years that have elapsed since the Medical School began, Medical and Nursing education has been standardized and the necessary facilities have been made clear. While the school has done well with limited facilities it lacks many things and is overcrowded. The faculty has considered it wise to look forward and see what the school needs now and what it will need to fulfill its functions for the next twenty-five or thirty years.

MAIN UNITS IN BUILDING PLAN

The building plan adopted follows the commonly accepted standards of a first class medical and nursing institution and involves,—

- (1) The completion of the two laboratory building, Millard Hall and the Institute of Anatomy,
- (2) The addition of 275 beds to the University Hospital, including the necessary administrative and service features.
- (3) The building of a Nurses Home.
- (4) The erection of a dispensary building.

The additions to the hospital will be in the form of various units or pavilions needed for specific purposes such as a maternity hospital, a children's hospital, a psychopathic hospital, a surgical hospital, a general medical hospital. These will be

built separately but joined into one system with existing units by connecting corridors and porches.

In addition an opportunity exists in Minneapolis which is found at very few places in this county. Sooner or later the City of Minneapolis must have a new General Hospital. If that hospital can be built near the University, a medical center of large influence in education and research will be provided. Foreseeing this possibility the plans of the Medical School include the purchase of land to be donated to the City of Minneapolis for the City Hospital.

The total estimated cost of building, equipment and land to complete the Medical School in accordance with this plan is \$3,600,000. The General Education Board of New York has investigated and approved the plans, and has offered a gift of \$1,250,000 toward their realization on condition that the remaining sum of \$2,350,000 be furnished from public or private sources or a combination of the two.

The University believes that a unique opportunity exists here for philanthropic and public spirited citizens to aid in a great project for the good of the people of the state and of the northwest. The donation of buildings, equipment or endowment funds for memorial purposes to be preserved and perpetuated under the continuing supervision of the University are phases of the opportunity offered.

Ultimate completion of the plan will involve the following units: A nurses home, an institute of pathology, a maternity hospital, a psychopathic hospital, a surgical hospital, medical hospital, and dispensary building, clinical research laboratories, connecting porches or solaris, endowments in support of a bed or in support of a ward or of a room.

The University hopes for gifts payable either in one sum or through a determined period toward any of these projects. The fulfillment of the conditions of the General Education Board will give to the University of Minnesota a physical plant for the health sciences worthy of a progressive state and useful through many decades for the healing of the sick and the training of health servants for the people and for the state.

(Copy for this issue prepared by Dean E. P. Lyon)

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 71

Can Student Be "Excited" Over Lessons? New Course At Minnesota Seeks The Reply



Minneapolis, Minn.

March 4, 1925

UNIVERSITY life is full of excitements of various kinds, and there is someone to defend every activity over which the students become excited. Excitement implies a particularly keen interest and a marked personal concern over the development of a situation. Athletics excite students; they become excited over dramatics, debates, campus elections, student publications.

But their studies—are these exciting? There is absolutely no doubt of it. If politics is exciting, then political science is. If business is exciting, economics must be. If there is excitement in industry, then chemistry and physics and accounting and transportation must contain the same elements of keen interest. The question isn't, "are studies exciting?" It is rather, "do students get excited over these studies?"

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

No flat answer is possible. It goes without saying that some students do. A great many do. Many others do not. And, furthermore, many of those who do eventually find an exciting interest in some of their studies, miss that all-valuable experience until late in their college course. By the time they become thoroughly awakened to the compelling interest of their studies two or three of the precious years of undergraduate life may have slipped away.

INTEREST MUST BE AROUSED EARLY

One of the important enterprises of the College of Science, Literature, and the Arts, undertaken in the past two years, has been the establishment of a course designed to excite the interest of students in their study subjects, and to excite that interest right away, when they are freshmen, so that the attention they give their work throughout the entire four years may be keyed higher by the impulse of an aroused and excited interest, coupled with a sense of the significance of the things they are doing.

Professor John M. Gaus, who directs the course in "Orientation" now offered to freshmen in the academic college describes it as a course "intended to get a student excited about the sort of thing a university is doing; one that also shows him something of all the principal fields of knowledge."

During the first quarter year, under the title, "Man in Nature," the student has a peep at geology, biology, astronomy, and the various fields of knowledge that show man's relationship to other factors in the natural world. During the second quarter he enjoys a survey of man's development in man-made environments, with their political and economic institutions. Besides "orienting" the student as a human being in this natural world dominated by man, the course allows the freshman to sample the various fields of knowledge and to form an opinion as to which of these subjects he might best concentrate on.

A study made at the end of the first year of the course shows that the students believe in and enjoy the orientation course; also that they think it has been of direct benefit to them. Sixty-eight students took the course and 65 of them,

or 97 per cent declared in answer to a question that if they had a brother or sister entering the University of Minnesota they would recommend the course in orientation. One made no answer and two said they would not recommend the course.

Preference of students was evenly divided between the part of the course dealing with "Man in Nature" and that dealing with "Man in Society", due in part to the fact that some instructors were able to make one field seem more attractive, and some the other, as a natural result of their specialized training.

The Minnesota freshmen, seemingly, found orientation considerably more interesting than most of the other subjects they took, for in listing subjects from which they got more than from orientation only eight subjects appeared, with a total of 24 individual mentions, while the list of subjects from which they got less than from orientation included 10 subjects with a total of 88 individual mentions. Even allowing for the fact that the question was asked in the orientation course rather than in some other, a circumstance which probably affected a few answers, the evidence seems definite enough that this new subject has succeeded in its purpose of getting students excited about their studies.

PSYCHOLOGY IS FAVORED BY THE MAJORITY

The present popularity of anything called psychology, whether it be the true science or one of the pseudo-psychologies, seems to have a real basis in the minds of college freshmen, for in every section of the orientation course, four in all taught respectively by a psychologist, a philosopher, a political scientist and sociologist, psychology was named as the most interesting study. Psychology, moreover, was the only subject which all sections gave the same rating in interest. The field of biology and eugenics was voted second most interesting, social origins, third, and culture and the arts, fourth.

The report, which was prepared for Dean J. B. Johnston by Professor Donald G. Paterson, says: "In order of decreasing interest for all four sections combined the list is: Psychology, biology, social origins, cultural expression and the arts, economic order, political order, astronomy, historical

geology, geography and structural geology. We have no means of knowing the reasons for this particular series of preferences as they stand. The biological and social sciences seem to be preferred as against the more physical sciences. Perhaps the nature of the textbooks used and the length of assignments had something to do with these preferences."

At any rate, it was not the ease with which lessons were mastered that caused students to select the subjects that were named as most interesting, for psychology was mentioned as fifth in the amount of effort required to master the lessons, and biology as sixth. The work required by the various subjects, beginning with that requiring the most work, was given by the students as follows: Political order, economic order, structural geology, astronomy, psychology, biology, historical geology, social origins, culture and the arts, and geography.

Three-fourths of the students indicated that the orientation course had influenced their choice of further college studies. Fifty, or 74 per cent, said that their choice had been definitely influenced; fifteen, or 22 per cent, said they had not been influenced, and three, or 4 per cent, failed to answer the question.

Seventeen students decided to take psychology, 11 economics, 8 sociology, 6 political science, 4 geology, 3 history, and one or two mentioned a number of other subjects. Two decided they would not take biology and one resolved against any further study of anything as intricate and valuable as economics.

Many of the general comments for which students were asked in the questionnaire are of interest. One student wrote: "It has waked me up to the fact that there are problems to face in this world and that I have to help meet them as well as anybody else. I think this is a wonderful course and should be made compulsory for all entering freshmen. I think most of the students feel this way. Three or four seniors have told me that they wish they might have an opportunity to take this course."

Orientation has not been made compulsory, but more than twice as many students have chosen it this year as were enrolled a year ago.

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 72

Study Of University Endowments Shows Land Grant Funds Being Well Handled



Minneapolis, Minn.

March 11, 1925

GRANTS of more than 200,000 acres of land by the federal government made the University of Minnesota something of a country gentleman in times past, and, although much of the original land was sold in days when rural land was of inconsiderable value by comparison with present day prices, Minnesota has been a shining example among states in the conservation of money received from land granted for educational purposes.

Unless impelled by some special purpose, one is not likely to look into many fascinating matters which prove to be keenly interesting once they are brought to the attention. Richard R. Price, director of the General Extension Division of the University, has performed the service of describing for the public the origin and history of lands granted to the

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

state of Minnesota for the University's benefit. His book, "The Financial Support of State Universities," has chapters devoted to Minnesota which serve the double purpose of telling the history of these grants and of showing that income from them, although splendidly managed, represents but a fraction of the sum necessary to the maintenance of a modern institution of higher learning. The book was written as a doctor's thesis at Harvard, and the Harvard University Press publishes it as Volume VI in the Harvard Educational series.

CONGRESS TWICE GAVE TWO TOWNSHIPS

Away back in 1851, when Congress created the Minnesota territory, two entire townships, 46,080 acres in all, were set aside as a "seminary grant" to the territory, the first of the federal gifts which have contributed to the University of Minnesota's sustenance. Seven years later Congress turned its attention to Minnesota territory's demands for statehood, and, granting them, bestowed two more townships, totaling another 46,080 acres, upon the infant state as a surety that its young people should be given the opportunity of obtaining a higher education. For its new University, then, the state obtained 92,160 acres of land as a direct gift from the United States of America.

The third chapter of federal beneficence was written in 1862 when Congress passed the Morrill act, providing for the gift of 120,000 acres of land to states which should found an agricultural college. In some states this institution has grown up as a separate one, but Minnesota in 1868 passed legislation consolidating the University and the potential College of Agriculture, thus unifying higher education and at the same time establishing one fund to be managed, rather than two, an expedient which has probably contributed to the sound administration of the land grant funds.

It was probably inevitable that Minnesota's early endowments should not altogether escape damage in those days of pioneer excitement and civil war. The energy of the territorial government led it to erect a university building soon after the first grant was received, with the result that the

lands were mortgaged to the extent of \$40,000. This debt hung over the institution until 1864, when a commission headed by John S. Pillsbury, later to become governor and "father of the University," disposed of 15,000 acres and wiped out the accumulated debt. Five years later, in 1869, the University which had been started so hurriedly 18 years before, finally opened its doors to collegiate students. Its faculty was small. Its president was William Watts Folwell, known to every Minnesotan, who at the age of 92 is now engaged in writing the third volume of his history of Minnesota. He continued as president until 1885 and as professor of political science until 1909.

Minnesota's fourth source of educational income from land has been from state swamp lands, which the federal government gave the states, a Minnesota law providing later that half the income go into the common school fund and half be divided among educational and charitable state institutions in ratio with the cost of maintaining them.

EARLY LAWS FIXED MINNESOTA SALE PRICES

State laws passed in the early days provided \$5 as a minimum sale price of federal grant lands and \$3 an acre as the minimum price for the swamp lands. By 1924, as shown by the state auditor's report, the Swamp Land fund had reached \$9,498,503. In the year 1923-24, according to the report of Comptroller Albert J. Lobb, the University received \$66,498.16 as its share of interest from this fund. In the same year the University of Minnesota received \$92,581.78 in interest from the Minnesota Permanent University fund, into which had been paid money from sales, leases and royalties deriving from the original four townships and the 120,000 acres obtained under the Morrill Act. On June 30, 1924, this fund totaled \$2,836,535.

Years ago, when relatively few students attended universities and when pre-war costs were in effect for materials and services of all kinds, magazine articles gave wide circulation to a statement that Minnesota had unlimited resources for education, thanks to her land grant funds dating from the

early days of statehood. Dr. Price's figures make it clear that the resources have been carefully conserved, but they show also that the income from these funds is a material help to the University budget, and no more. Together, the Permanent and Swamp Land funds provided about three per cent of the institution's income in 1923-24.

Dr. Price writes: "For the care and investment of the Permanent University fund and other educational trust funds there was organized a state board of investment. This board is required to invest the permanent school, the permanent University, and other permanent funds of Minnesota in securities bearing not less than four per cent interest. No investment may be made in bonds issued to aid in the construction of any railroad.

"It is worth noting here that the custody and investment of the proceeds of the University land grant was by law entrusted to a separate and independent board—the State Board of Investment. The significance of this policy is not apparent at first, but is revealed when any study is made of the history of land grants for education in other states. The outstanding point is that in the case of Minnesota the money obtained from the sale of lands was not merged with other funds in the state treasury but kept as a separate fund in the control of a separate board. In other words, the endowment did just what it was intended to do, helped support the University. In this respect the Minnesota results are in singular contrast with those obtained in the other states which we have studied."

State Auditor R. P. Chase is quoted by Dr. Price as saying that iron ore lands now under lease eventually will add at least \$2,000,000 to the Permanent University fund. He adds the statement that much valuable land, including mineral and timber, belonging to the University, remains unsold and unleased.

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 73

Teachers Who Make Knowledge Glow Must Use Electric Arc, Not Flint & Steel



Minneapolis, Minn.

March 18, 1925

THE tendency of the world is from simplicity to complexity.

Electrical science has grown from Franklin and his kite, or Edison and his first incandescent bulb, to huge generating systems, transmission lines, complicated machinery, vast industries dependent on electric power.

The sun's rays, striking the earth, diversify and become infinitely complex as they are absorbed by probably a million different forms of vegetable life.

Gold, a simple element, enters the channels of modern life and becomes the symbol of a value that buys food and clothes, builds cities, establishes industries, causes or settles the differences between great powers.

The superstition of savage peoples sometimes leads them to attribute to a single individual the priestly powers of counsel and religious guidance, those of the medicine man, and

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

of the political leader or chief. That these tribes remain in savagery is proof of the inefficacy of such a system.

Civilized man understands, almost instinctively, that distinct and specialized training must be provided for different groups of leaders who shall, respectively, care for our health, perfect our economic system, produce our engineering works, conduct our industries, and counsel and direct us in matters spiritual, political or scientific.

Like the banyan tree, which spreads until it can no longer draw enough nourishment through the original trunk, and therefore bends its branches back to earth to establish new root connections, modern society has found the simpler training of the past insufficient for its later development and has re-rooted itself by establishing universities. That these institutions have sprung up in all civilized nations, and are cherished more particularly in the newer nations which feel they have their mark to make, is evidence of the common judgment of mankind as to their utility.

Here, then, is the reason for the existence of universities.

Society's next problem is to make them as effective and helpful as they possibly can be. So the question arises,

WHAT MAKES A UNIVERSITY?

"Men and conditions." This seems to be the universal answer.

"Men" is used here in a sense that needs a word of explanation. For example, it was not the three puny Spanish vessels and their crews that discovered America. Such crews and such ships had sailed the seas for centuries. It was a "man", Columbus, who had the vision, the courage, and the tenacity to sail on when, as Joaquin Miller has written.

"Behind him lay the blue Azores,

"Behind, the Gates of Hercules;

"Before him, not the ghost of shores,

"Before him, only shoreless seas."

The poet, instinctively, gives the credit to the great individual by using "him", rather than "them". Without Columbus the crew might have been cruising for a day's pay between the insignificant ports of their homeland.

He recognizes that life means growth and that where there is no growth, life must be ebbing. Above all, he must be fully alive if he is to be an inspiring teacher, and this life and growth he attains chiefly by his researches. All of which narrows down to the fact that the best men—those whom a university must retain if it is to be fully serviceable—will not remain at an institution unless it makes provision not only for livelihood, but for professional growth and advancement.

NEW GROWTH COMES AT THE TIPS

In its effort fully to provide for the needs of its most important scholars a university is often hampered by a natural phenomenon not always comprehended, namely, that growth takes place principally at the tips of the twigs. The mass of basic instruction in an institution may be compared to the trunk of a tree, broad and easily visible. Intermediate studies form the larger branches and many of the slenderer limbs. But it is at the tips of the twigs that one finds the new buds in which life shows its power by projecting the fresh growths. These are the most delicate features of the plant, the ones that would shrivel soonest under conditions that cut off their sustenance. Yet it is from these points of life that the future development of tree or university must come.

In asking that its annual maintenance appropriation be increased this year from \$3,150,000 to \$3,375,000, the University of Minnesota has made it clear that this sum is asked chiefly that it may obtain and hold men of the best type as the leaders and teachers of the young people of the state, and next to men, equipment of the kind that will enable those men to give their fullest service. Nothing has been asked for campus extensions or for the addition of departments. What they want is, rather, to make Minnesota's great, home institution of learning such a one that those who describe it will say, not merely "this is the University of Minnesota", but "these are Minnesota's teachers, who have made its state university great."

Even when it has met the salary question, the university will still be confronted by another requirement almost as important, that of providing adequate working conditions.

PROVIDING ADEQUATE WORKING CONDITIONS

The further society advances from its original simplicity, the more complex become its problems and the machinery whereby it is possible to make headway in the mastery of these problems. When native copper can be picked up in nuggets, there is no need for special machinery and laboratories. But when copper in thin veins must be extracted from a mass of solid rock, scientific knowledge and operating technique become necessary. When land values make it necessary for buildings to extend many stories into the air instead of spreading over a large surface area, society has to have expert knowledge of structural engineering. As the strains and peculiarities of modern life plague our bodies with new ailments, we must learn the causes and their cures. As population grows to a point at which the world's food supply threatens to become inadequate, and some tell us this may take place in another hundred years, no price that man can pay for progress in agriculture will be too great.

Instruction in the complicated and developing technique of such essential sciences and processes is useless unless the student carries on his work under conditions that approximate those he must meet when he has left the campus. Once he has left his elementary year behind him, he deals with more and more complex problems, for which more and more elaborate equipment is necessary. Money spent for equipment that was less than adequate would be money thrown away.

If the undergraduate student, studying only the fundamentals of a science, must have elaborate equipment, how much more necessary is that equipment to the accomplished scholar, who long since has absorbed the fundamentals of his field and is now reaching out for new knowledge and new mastery!

It is by these studies in research, moreover, that the fine teacher keeps himself thoroughly alert and alive in his work.

Like Miller, mankind instinctively gives the credit for great accomplishments to those selected individuals whose brains and wills have brought about the great steps in human progress. It is in the brains of men that the world must be comprehended and mastered, so we speak of Homer, and Socrates, and Alexander, Caesar, Paul, Justinian, Charlemagne, Luther, Pitt, Washington, Hamilton, John Marshall, Frances Willard, Webster or Lincoln.

"Men make universities" is the statement in a recent publication of the University of Chicago. "Bricks form merely the sheltering walls, the outward signs. The real history of a university, more than the history of any other institution, is the history of the achievements of its men."

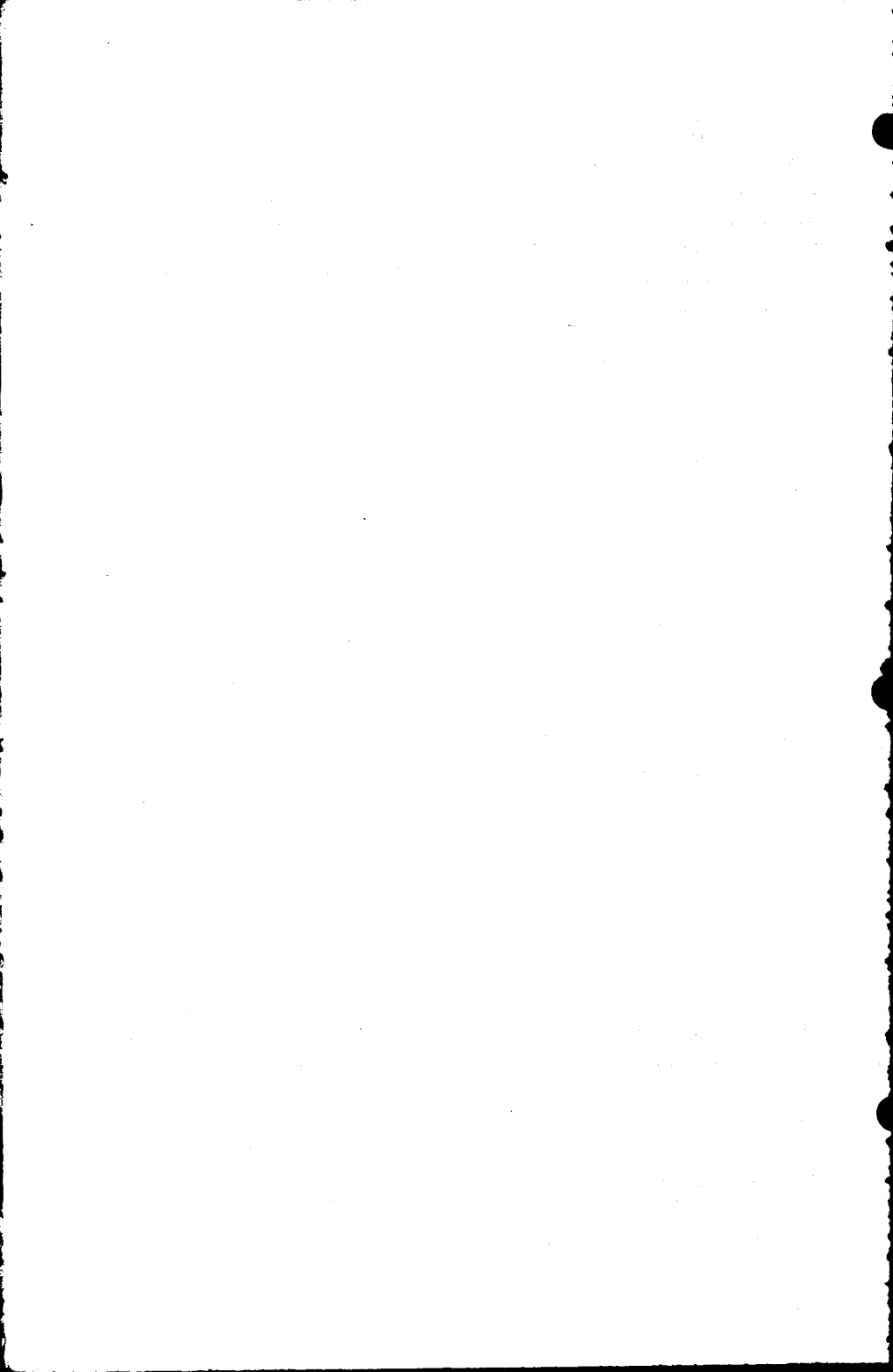
The true power of a university is found in the high-minded and devoted scientists, scholars and teachers assembled in it, according to President L. D. Coffman of the University of Minnesota.

This is true, and for two reasons chiefly.

First, the teacher is the contact point whereby the student is brought in touch with the inspiration and splendour and solid value of the truth as it is found in facts and philosophies, in poetry and beauty. If the current is ever to cause a glow, it must be at the point of contact between student and teacher.

Second, it is the man of outstanding ability who will make the discoveries which add to our conception of truth, our understanding of natural forces, and so to our mastery over the world and ourselves. He will point the way to make two blades of grass grow where but one grew before, and put moral strength where moral weakness had been.

Reduced to simple terms, a university's problem of men is one of finding and developing individuals who will inspire students by their enthusiasm for truth and the vivid light they throw on life and its problems. Having found these men, the university must pay them enough money to hold them on its campus, their minds left free to render service proportionate to their endowments of ability. No university can keep enough first-class teachers unless it is able to meet the financial competition of other universities for them. This Minnesota cannot do at present. The salary scale is too low.



MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 74

Teachers Will Air School Problems On University Campus, April 6 to 10



Minneapolis, Minn.

April 1, 1925

AN ANNUAL gathering of Minnesota school teachers second in importance only to the convention of the Minnesota Education Association is the yearly Schoolmen's Week, conducted each April on the campus of the University of Minnesota. This year six different programs will be conducted, the meetings running from April 6th through the tenth. There will be a feast of good lectures and conferences on topics vital to the schools and schoolchildren of the state, and there also will be offered that opportunity schoolmen so much need, of meeting their fellow workers from other communities, exchanging experiences, and "keeping in touch".

School administrators, especially, need these contacts. The superintendent of schools and, in the smaller communities, the high school principal, is the only one in his community. In this he differs from the lawyers, physicians,

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

clergymen and business executives. These men meet one another frequently, either formally, or in unanticipated meetings at church, at lodge, perhaps at the corner drug store. Not so the superintendent or the high school principal. He has no choice but to follow his own counsel until some such opportunity as Schoolmen's Week enables him to foregather with others in his own line of work.

SPECIAL MEETINGS FOR ADMINISTRATORS

In Schoolmen's Week, the College of Education at the University is making an effort to be of particular service to those men and women charged with administrative duties in Minnesota schools. Of the six meetings that have been arranged, four are for administrators, and the other two will offer much to interest the principals and superintendents.

These six meetings will be the Twelfth Annual Short Course for Superintendents, Principals, and Supervisors; Annual meeting of the Superintendent's Section, Minnesota Education Association; Elementary School Principals' Section of the Minnesota Education Association; County Superintendents' Conference; Ninth Annual High School Conference, and the Third Annual Meeting of the Minnesota Society for the Study of Education.

Inasmuch as a majority of the men and women who go out into Minnesota each year to begin teaching in secondary schools have had part of their training in the College of Education, it is appropriate that one of the two big educational conferences of the year should be on the University campus.

Great interest will be taken this year in the expected report of the joint committee from the University and the state high schools that has been working out a means of coordinating the efforts of high schools and of the University. The transition of the high school senior to the college freshman has always been a difficult step in education. It still provides one of the unsolved problems. Marks and other records brought to the University by freshman students mean different things from different high schools. That is one of the problems. To do justice to all freshmen, the University

officials need comparable records on all of them. These are being sought.

Vocational guidance and advice is another topic that is centering interest. How much of this should a student have while he is still in high school? What part of this work should be left to the college? What about Latin? Shall a student wait until he enters college before studying it, or shall he have done everything he is going to in that subject before he sees the campus gates? What about French, German, Spanish?

When the report, on which a large committee headed by Superintendent J. C. West of Bemidji, has been working for nearly a year, comes out, it doubtless will contain many other interesting points not now foreseen. The important thing is that these two groups are working together; that the University is trying to help out the high school and the high school men are trying to adjust their machinery so as to increase efficiency at the University.

Dean M. E. Haggerty of the College of Education has the co-operation of Commissioner J. M. McConnell and the State Department of Education in obtaining speakers for the annual Short Course. Most of the men best known in educational work in American have spoken at these short courses in one year or another. This year the two visiting speakers will be Dr. Thomas H. Briggs, professor of education at Teacher's College, Columbia University, and Mr. Payson Smith, Massachusetts state commissioner of education. Dr. Briggs's talks will center on problems of the curriculum, which is to say, what to teach and when to teach it.

SEEK TO REARRANGE STUDY COURSES

American educators have realized for a long time that the old, "standard" curricula under which high schools taught all the things that a layman thinks of as belonging in a high school course, was not necessarily the last word in high school arrangements for teaching. And they are coming more and more to feel the same way about subjects taught during years before the high school. Students of education as a science

have been making rapid strides in this field of late years. It may sound abstract and uninteresting, but it is a question of dollars and cents to the tax payer. Perhaps it does not mean fewer dollars spent, but the whole purpose of the program, is to assure that for every dollar spent a full dollar's worth shall ultimately be reaped. Teaching costs are salaries of teachers and janitors, lighting bills, bills for fuel and furniture and repairs. Authorities in education have as a goal now a condition under which these utilities shall be applied to teaching the things children need most, the things that will carry them farthest along the road they are travelling. This is the problem of curriculum reform, crudely stated. If a dollar's worth of French is less useful to a student than a dollar's worth of biology, give him the biology, they say.

School teachers are a "peppy" lot. This is something that our sterner disciples of accepted tradition have been overlooking. The "Knights of the Hickory Stick" can crack as mean a joke at the yearly banquet as the attorney at law can, and the principals' "Rusty Hinge Quartette" scheduled to warble, does not confine itself to "Just Before the Battle, Mother," nor grandmother either.

Meetings of the high school teachers have been divided into administrative, English, home economics, industrial arts, science, and social science groups. These will each conduct separate programs.

Minnesota, be it known, has its "Judge Landis" directing the affairs of interscholastic athletics through the medium of the Minnesota High School Athletic Association, a smoothly functioning and admirable body. Rules and policies for all high school athletics are established by this organization, whose head this year is Superintendent George Kinney of the Red Wing public schools. The State Interscholastic Track Meet, conducted each spring on Northrop Field, and the Minnesota State High School Basketball Tournament are fostered and conducted by this body, greatly to the betterment of scholastic sport throughout the state.

This group of meetings, incidentally, is one which those who make official lists of twin city conventions might well discover. It is one of the largest gatherings of the year in Minneapolis.

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 75

Opportunities In Four Professions Are Sketched By Deans At University



Minneapolis, Minn.
April 8, 1925

FOUR deans of the University of Minnesota, men at the head of the College of Agriculture, College of Dentistry, Medical School, and Law School, were asked recently to sketch the opportunities offered to young men by the callings for which those colleges offer preparation. Their statements are here presented briefly.

Because Minnesota and the Northwest have passed out of the low stage of agricultural depression and are definitely on the upgrade, Dean E. M. Freeman of the College of Agriculture, Forestry, and Home Economics looks for a steady increase in the number of young men whose vocational choice will rest with farming or forestry. Both offer splendid opportunities. The marketing of farm products and the solution of the tremendous economic problems involved in agriculture, which produces by far the greater part of

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

the nation's annual harvest of "new money" offer opportunities to a great many young men. There is always a demand, also, for good teachers of agricultural subjects and for men to serve as county agents, managers of co-operative establishments, of creameries, sales organizations, and the like.

MAN NEEDS PROTECTION FROM INSECTS

Insect pests carry on a continuous battle with mankind, and college men are finding interest and good livelihoods in economic entomology, which is the battle against the damaging bugs. Plant pathology, which is the study of plant diseases, and the study of soils are other important phases of scientific agriculture.

Recent developments in forestry will send more young men into that calling, Dean Freeman believes. For one thing, foresters are now called on to study the scientific utilization of forest products as well as their scientific production. With the decrease in the available supplies of wood pulp and timber, values have increased, and with them the importance of getting the largest possible returns from the material at hand. Timber production, also, is increasingly important because of the steps that are being taken to reforest large stretches of ground from which the trees have been cut but which offer little promise of producing anything but a timber crop.

MUST CHOOSE DOCTORS FOR FITNESS

Medical schools do not urge a general influx of students and have standards which make it likely that most of those who gain admission will have the ability to succeed, according to Dean E. P. Lyon, of the Medical School.

"Some physicians make a good deal of money," he says, "but men should go into medicine because they are drawn to it, because they are assured of a useful life and a reasonably good living, not for other reasons. The problem of selecting men who shall study medicine is not one of deciding whether there are too few or too many doctors, nor one of financial prospects. It is a question of fitness."

The three main characteristics of the medical student should be, Dean Lyon thinks, that he should seek to render service rather than gain wealth, that he should be of high integrity, and that he should be a person of high intelligence. Medicine, he explains, rests on complex sciences. It involves a very large body of certain knowledge that must be mastered and retained, and requires use of judgment in the highest degree, because the knowledge must be applied to living persons. Error must be held to an irreducible minimum when it comes to applying facts in a particular case.

"Men of the right sort need not hesitate to enter medicine," Dean Lyon says. "Physicians are somewhat better paid than men in some other professions, but they put in a long and costly period of training and carry grave responsibilities."

For dentistry one may turn to a vocational bulletin recently issued by Dean Alfred Owre, a recognized leader in his profession.

"A well qualified dentist can always make an adequate living immediately after graduation," he writes. "This is especially so if he is willing to leave the cities and practice in less thickly settled communities. In the large cities, except in outlying districts, competition is keener. In dentistry, as in every other profession, there is always room at the top. It is at the top that there are opportunities for specialization, which are both financially rewarding and professionally satisfying.

"The most important question every young man considering his life work should ask is, 'Can I find in this profession full expression for my faculties? Can I look forward to continued cultural as well as professional development?' This can be answered in the affirmative. Modern dentistry, as it is and as it promises to be, offers to the properly qualified and trained graduate every opportunity for professional growth. It also offers, as few professions can, satisfaction of the creative instinct."

THE LAW CALLS LOUDLY FOR BRAINS

The boy who considers studying law should first estimate

his own powers as carefully as he can, in the opinion of Dean Everett Fraser.

"The two main requirements for success in law are brains, which should be written in capitals, and industry," Dean Fraser says. "One of the most common errors in popular thought and conversation is that a man should aim at the law because he is a good public speaker. As a matter of fact, mathematical ability is the one best test of ability to succeed in the law. The man whose mind works in a way that enables him to grasp and solve mathematical problems is usually able also to work out the problems encountered in a law office."

The lawyer must also be a student, if that statement is not clearly enough implied in the saying that he must have brains. The glad hand, the mellifluous voice and the ready smile may win him some preferments, but it is the midnight oil and the passion for acquiring knowledge in a great many fields that will lead to ultimate success. There is almost no accurate knowledge that will not stand an attorney in good stead at some time in his career.

"The need and the opportunity for good lawyers are both increasing," Dean Fraser says, "but there has never been a time when there were too few in that profession, and that time will never come. There is no scarcity. The lower ranks of the legal profession are cluttered with members. As in most callings, there is room at the top."

Another aspect of the law which he advises young men to consider is this,—that law study is a splendid preparation for any kind of business. It gets one to thinking in the way a business man should think. It also familiarizes one with the multitude of forms, contracts, bills and the like that business uses. It makes a man understand, moreover, the significance of these forms and of the transactions that they represent. Lawyers must look forward to a few lean months or years when they begin practicing, says Dean Fraser, but the successful lawyer often reaps a large money reward. Like the young physician, the young lawyer may choose to take employment with some corporation or other business institution during the years when he is forming acquaintances or paying back money borrowed to pay for his education.

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 76

Mother's Day, May 9, Will Call Together University's Big "P-T" Association



Minneapolis, Minn.

April 22, 1925

A MOTHER is concerned in everything that influences the lives of her children. Probably the most potent argument for giving women the vote was that the nature of the community's life and of state and national policies meant so much to the well-being of children that society, to be consistent, granted women a voice in the governing of these units.

Of all public institutions which in any way affect young people, the schools, including institutions of higher learning, are most important. This statement in no way belittles the importance of good health and good moral principles, for educational institutions have come to be the most important force working for good health and public interest in hygiene, while at the same time a major contribution to character building is surely made by any institution which trains mind

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

and body, broadens outlook, and advocates devotion to the truth.

The gratifying success of Parent-Teacher Associations has shown clearly how great a volume of partly pent-up interest in the public schools was waiting to be given an opportunity for expression, once the channel should be formed. The same interest is present in varying degrees for every other institution by which young people's lives are affected.

PARENTS HAVE SHOWN KEEN INTEREST

Without thinking of it in exactly that way, the University of Minnesota has established a huge Parent-Teacher Association with two annual scheduled meetings. One of these meetings, coming in the spring, is called Mother's Day. The other, a fall gathering, is Dad's Day. President L. D. Coffman initiated both of these gatherings a year ago. There was no mistaking the response from the parents of children. More than 1100 mothers of Minnesota students attended the dinner served in the Minnesota Union when the first Mother's Day was conducted last spring. Mothers came from near and far. Many were from the Twin Cities, of course, but there were others from nearly every county in Minnesota, from North Dakota, South Dakota, Montana, Iowa,—even from Winnipeg.

Why did they come? It was chiefly because a mother, in her mind's eye, follows the child through the day and night. She visualizes the places where the child is and pictures to herself the things that boy or girl is doing. When it so happens that the mother is not actually familiar with the places where her children are, with the scenes of their activities, the faces of their associates, the decorations on the walls of their rooms, there is nothing she would sooner do than make a personal visit to see these things for herself.

President Coffman decided that not only would it be excellent for the mothers of Minnesota students to visit the campus, see the buildings, meet the faculty and participate in college activities, but that it also would be a very splendid thing for the University. Acting on this belief, he

established Mother's Day, threw open the classrooms and college buildings with a hearty invitation to the mothers. He urged them to make a personal visit to the son or daughter and to see for themselves, so that the pictures these mothers carried in their minds would be accurate.

In nearly 2000 letters—for many more mothers visited the campus than remained to attend the dinner—these women expressed their appreciation of the invitation or thanked the administration later for the pleasant day spent at the University. Mother's Day instantly became established as the sort of a function one would naturally hold again.

The second Mother's Day will be held this year on May 9th. Invitations have gone to the mothers of all the students who are attending the University, whether they live as near as St. Paul or as far away as Manila.

UNIVERSITY IS GLAD TO BE INSPECTED

Of all forms of pride the most natural is that of the individual or group that has attacked a difficult problem, has worked at it with might and main, and believes that the effort is being rewarded by success. Such a person or institution thinks it no more than fair that these efforts should receive some recognition, should draw some small expression of approval. That is only human, and institutions are run by human beings. If there is a little of this motive in the University of Minnesota's eagerness to have the mothers of Minnesota peep inside its doors, it is a fault that will be forgiven readily. For the University, while it believes it is succeeding in its major projects, while it knows that it is rendering services to the state and the citizens that could not be obtained in any other way, knows also that there are still many improvements to be made. It spends little time in smiling over its accomplishments and much in thought and plan for still better service.

This year the mothers have been asked to reply to the invitations that have gone out. They also have been asked to make reservations for the dinner, not later than May 4th. This is done to avoid a repetition of last year's difficulty, when the last comers, numbering nearly 200, could not be

seated in the hall and were taken to nearby restaurants for their dinners, returning later to hear the speaking.

May 9th will be Saturday. Throughout the morning the mothers will go with their sons and daughters into classrooms, laboratories, libraries, or wherever inclination guides them. The principal thing is that they see the University of Minnesota as their children come into contact with it, so that the picture they carry away shall be an accurate one and they may understand the institution where these young people are spending from two to six years of their lives.

There are no classes Saturday afternoons so the period from 12:30 o'clock on will be free. For those who wish to attend there will be a presentation of "The Intimate Strangers" by the Minnesota Masquers, in the Armory, and tea will be served in Shevlin Hall and the Minnesota Union later in the afternoon. For students at University Farm, special arrangements have been made so that they may take their mothers to lunch without bothering to come to the Main Campus until time for the theatricals.

The main event of the day will be the dinner at night in the Minnesota Union. In the light of last year's experience an attendance of between 1200 and 1500 is expected. The principal address for the University will be made by President Coffman. At least one representative of the group of visiting mothers will be called upon. Anne Dudley Blitz, dean of women, will be the third speaker.

Students are playing a large part in preparation for Mother's Day. Student members of the committee are Alice Mary Connolly, June Crysler, Adelaide Stenhaus, Clarence Pearson, Chester Salter, Phillip Hartman, and Paul Covel. Dean Blitz is chairman of the faculty committee, on which she is assisted by Deans F. J. Kelly and E. M. Freeman, Professor W. F. Holman, and E. B. Pierce, secretary of the General Alumni Association.

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 77

School Superintendence A Profession; Training Must Develop On A New Level



Minneapolis, Minn.

April 29, 1925

AMERICAN society has gradually but persistently increased the importance of the official known as the superintendent of schools until we have come to behold an unusual phenomenon, the birth of a new profession. This is the statement of Dr. M. E. Haggerty, dean of the College of Education at the University of Minnesota, from whose pen comes a recent bulletin on "Training the Superintendent of Schools."

"The prevailing educational situation exalts in importance the position of superintendent of schools, stabilizes its economic and social status, requires superior personality and extended training on the part of its incumbents, and encourages a growing number of highly selected young men to seek the training necessary to qualify them for efficient service in the job," says the dean. "These things may be

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

said for the position of school executive to a degree that they can not be said of teaching in the elementary school or the high school. The only other educational position comparable to it in these respects is college and university teaching.

PROFESSIONAL TRAINING STILL IN INFANCY

"This state of affairs university colleges of education are called upon to recognize, because in less than a century American democracy has created a new profession, whose place of dignity and service in society has run far ahead of the university's provision for professional training of school executives."

Dean Haggerty then states the university problem of preparing young men for this new and increasingly important profession.

"The university," says he, "is called upon to provide a program of professional training that will enable young men of ability to learn how to manage, with the co-operation of a corps of trained teachers, a system of public schools, and to instruct, train, and educate the children of the community. This professional training must enable the student to short-circuit the long period of apprenticeship common in the past, and it must give him in a few years the information and skills which the present generation of superintendents has learned through long and trying years of experience. It must provide him with the general and special knowledge necessary to his future work, and it must give him the practical training necessary to start him on the way to become an efficient superintendent of schools."

Training in finance, that the superintendent may comprehend and grapple successfully with taxation, budgets, and school money matters; in health education, that he may understand and direct the body-building function of the school system; in instruction, that he may see to it that children are taught properly, taught the right things, and that his teachers are properly trained—these, together with a comprehension of administrative technique, are demanded of the superintendent of schools nowadays before he can be called efficient.

Pointing out that 46 per cent of Minnesota tax moneys paid in 1923 went for education, by far the greater part of it

for local educational effort directed by school boards and their superintendents, Dean Haggerty reaches the following conclusion: That the responsible agents for the expenditure of these large sums of money, the superintendents, are entitled to a training in the fundamentals of business and financial administration sufficient to guarantee an efficient handling of these ever-growing public funds, and that the academic college degree is no assurance that the holder is adequately equipped for this task.

Superintendent J. C. West, of Bemidji, who has made a study entitled "The Balanced Budget," published by the Minnesota Society for the Study of Education, is quoted on the results of budgetary management of school finances in his city. Says Mr. West:

"Is budget making not a tremendous amount of work? We must plead guilty. However, experience will cut this down, so that the clerk or superintendent without the help of a stenographer may maintain it without too much time being spent on it. Is it worth while? Doesn't it look like a lot of fe-fi-fo-fum business? Coal is coal, wages are wages, interest is interest and must be paid; why go to all that tire-some work to arrive at what is already obvious?

"The board of education at Bemidji thinks it distinctly worth while and advances these reasons: Under the old system of cut and try, 1920 closed with a floating indebtedness of \$80,000, no cash in the general fund, a tax levy of \$165,000, and a school of 1700 pupils. Nineteen twenty-four finds this board with no floating debt, \$100,000 cash in the banks, a total levy of \$135,000 and a school of 2002 pupils. This board believes that a system that will reduce the levy \$30,000, change a floating debt of \$80,000 to a cash item of \$100,000, in the face of added equipment and maintenance for 300 more pupils, is worthy of your study."

MUST UNDERSTAND HEALTH PROBLEMS

Of health education in the schools and the need that a superintendent understand this important factor, Dean Haggerty writes: "There is fortunately an increasing tendency to make the public school the community's agent for the promotion of health in children and of physical education. The factors entering into a health education program are varied

and difficult to control. They range from the sanitation of the school plant to the problems of personal hygiene of individual children. They include folk-dancing and the control of contagious diseases, interscholastic athletics and dental hygiene, orthopedic gymnastics and the balanced diet. The importance of this program is gaining recognition throughout the land. It is still formative, and in large measure chaotic, but its place in the future of public education will be greater rather than less. Its significance is such that educators can not in justice ignore it or treat it indifferently."

Following glances at these and other problems the superintendent of schools must face, the writer presents his solution of the problem of training men to do effective work as superintendents. It is his belief that the course should be five years in length and that it should leave cultural and general training to the first two college years, concentrating the attention of the student on professional subjects during three years beginning with the third college year. There should also be a period of "internship" for practical experience.

"The training of the school superintendent should have a professional rather than an academic emphasis," he continues. "Academic training aims to provide the learner with a body of knowledge logically consistent in itself; professional training is designed to fit men for service in a field where knowledge is put to the test of practical usefulness. The end of the professional student's training is not the possession of a body of knowledge; the aim is that he shall be fitted to perform efficiently the duties of a particular kind of position. During the years of professional training he may ignore every kind of subject except that which will make him a better workman. The object of this training is not to make a cultivated man; the purpose is to prepare a competent and expert servant of society. Only that study and training is professional which contributes to this outcome."

Dean Haggerty's study has been published by the University of Minnesota in its Educational Research Series.

MINNESOTA CHATS

Published Weekly by The University of Minnesota, at 105 Publications Building, Main Campus, Minneapolis. Entered as Second Class Matter at the Minneapolis, Minn., Postoffice. Acceptance for Mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 26, 1923.

Vol. 4

No. 78

Recording More Than 150,000 Marks Yearly Is Only One Of "U" Registrar's Many Jobs



Minneapolis, Minn.

May 6, 1925

BETWEEN 75,000 and 80,000 students have matriculated at the University of Minnesota since it first opened its doors, and of this total about 60,000 have enrolled since 1900.

Up to and including June, 1924, the University had graduated 21,549 students.

The figures are used to give an idea of the task that confronts the registrar of a large university, for the registrar, in addition to a swarm of other duties, must answer for each applicant the question, "May I be admitted to the University?" and for each prospective graduate the question, "Will my record permit me to graduate?"

Whatever other contacts a student may have during his university course, he gets in and gets out by virtue of the registrar's affirmation that he may do so.

Address communications to: Minnesota Chats, T. E. Steward, Editor,
105 Publications Building, The University of Minnesota,
Minneapolis, Minn.

Being registrar for a university population of 10,000 is far from a simple matter. There is, for example, the problem of credentials. Something like 4,000 students apply annually for admission to collegiate or postgraduate standing. These applications come from preparatory schools of every type, from colleges of every variety, and, in the course of a year, from a good many different countries. The registrar's office must determine what all these different grades and recommendations mean in terms of the University of Minnesota grading system. In some cases this is so difficult that there is no way out but to admit the student on probation and finally evaluate the credits he brings from another institution on the basis of the work he does after admission.

CATALOGS 30,000 ANNUAL REGISTRATIONS

Rodney M. West, the present registrar at Minnesota, estimates that about 30,000 registrations per year are recorded in his office, including those of the regular session students for the fall, winter, and spring quarters, graduate students, summer session students, and some others. As the average number of courses taken by a student is five, the registrar's office records something like 150,000 grades in the course of the year. When one understands how important an accurate recording of a grade may be to a student, that the courses he is permitted to take, the senior college he is permitted to enter, his graduation, his attractiveness to some firm which inquires about his record, to say nothing of his own happiness and that of his family may depend on the accurate transcript of these grades, this apparent routine of tabulation and bookkeeping becomes humanized, even romantic.

Nor is the handling of present grades the only task of this kind that Mr. West must supervise. For one reason or another, students long out of college are continually writing to the registrar asking a transcript of their college marks! An average of two or three requests a day, probably 1,000 a year, come from business houses or other prospective employers, asking data on the former students. A large number of these have to do with bonding transactions when young

men or women are asked to fill out long questionnaires before being accepted as surety risks.

Operations of the registrar's office are divided between two major bureaus, one called the Department of Records, which keeps current grades and handles records of student fees and deposits, and the other, the Bureau of Statistics and Publications, which takes charge of reports to be sent outside the institution, printed records, grades sent to other institutions, and the like.

Fees, tuition charges, and general deposits paid by University of Minnesota students amount to several hundred thousand dollars a year. Upon the payment of required charges depends the validity of a student's registration. He is not a member of the University until his fees have been paid. He may not attend classes until he can show the registrar a receipt for these fee payments. Although the registrar's office does not receive the actual money, which is paid to the University bursar, it determines what the fees for a student shall be, as set forth in the rules of the college in which each is registering, makes out the bills on which payment is to be made, and records the receipts after payment.

H. G. Arnsdorf, assistant registrar, directs the Department of Records.

STATISTICS HELP TO GUIDE POLICY

Based on the great mass of data which is obtained regarding students who are in the University, a great many reports go out to administrative officials who require accurate data on enrollment, class sizes, attendance records, fee payments and such matters, all of which they must consider in determining University policies. Weekly reports show how many have registered during the year, what classes they belong in, how many are still in the institution, whether they are men or women, how many have left during the week, and whether any new students have enrolled. This information is always kept up to date.

Together with the weekly report, the registrar prepares the statistics of registration that appear in annual reports, such as those of the president and the comptroller of the University.

One huge case, including thousands on thousands of cards, contains in alphabetical order the names and records of every student who has entered the University of Minnesota. On each student's card are recorded all his grades, the colleges in which he took his work, and the degrees conferred upon him, together with a good deal of personal data, such as age at registration, birthplace and date, names of father and mother, and similar facts.

Were it not for these cards, Mr. West says, a large special staff would be required to look up data which former students seek for their own use or for the use of others to whom they wish the data to go. As it is, one young woman is kept busy at all times collecting and reporting these facts about students and former students. For some students who attended a great many years ago, these facts are hard to find even under the present system. For more recent students, however, every detail is immediately available. Not only the records, but the original documents on which the records are based are now retained in the office. Thus the registrar has for each student the original application for admission, the duplicate of the registration blanks, filled out by the students themselves, and the instructors' reports on the work accomplished by each student.

Yes, a registrar has plenty of things to look after in a large university, and the foregoing only sketches in some of the most important operations that are under way in his bustling hive of an office. Besides the things already mentioned, the registrar's organization engrosses and mails out diplomas, perhaps 1500 of them a year, handles the distribution of most of the University Bulletins, a series of about 30 publications, fills in teachers' certificates for graduates of the College of Education, certificates for public health nurses, for graduates of the short course in embalming and for students who have completed extension work in engineering or business. When Mr. West has these things nicely smoothed down he becomes ex-officio member of all University faculties, clerk of the University Senate and secretary of the deans' committee. So it is that when vacation time comes he is ready to go fishing.