

MINNESOTA CHATS

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NO. 1

'U' Maintains Normal Program In 2d War Year

Final Attendance Data Not Yet Ready, But Drop Seen Certain

SERVES ARMY, NAVY

Special Programs Introduced in Some Schools; Research Examined

The University of Minnesota began its academic year Monday, Sept. 27, with an approximately normal program of studies offered to a decreased student body. Figures for over-all attendance are not yet available, but True E. Pettengill, acting director of admissions, has estimated that freshmen students will decline in number from about 2,800 last year to about 2,000 this fall. Most of the decline will be in men students, the number of women remaining approximately the same.

Mr. Pettengill said also that about 30 percent of freshmen students at the University of Minnesota are under 18 years of age, which will allow for a considerable number of pre-draft age men to enter.

Survey of college administrators on the campus shows that current problems range all the way from bringing about a closer coordination and organization of research, to which the Graduate School is devoting itself, to the admission of freshmen to certain courses from which they were hitherto barred, including psychology and sociology in the College of Science, Literature and the Arts.

The General College, which has had a decline in attendance during the past two years, is devoting itself to two particular phases, first, courses that will provide pre-induction type of training for men and lessons of wartime value to women, and, second, courses that will enable students to try out something they think they wish to study, so that they may find out, according to Dr. Horace Morse, whether it was just a romantic notion or a true vocational call. Thus, he explained, a course in child care and training will give its students a chance to work with young children under settlement house and similar conditions. The student may thus find out whether she likes the work through immediate experience, rather than waiting until she gets into advanced courses to have practical contact with the field. Special pre-induction classes in mathematics and physics, begun a year ago, will be continued.

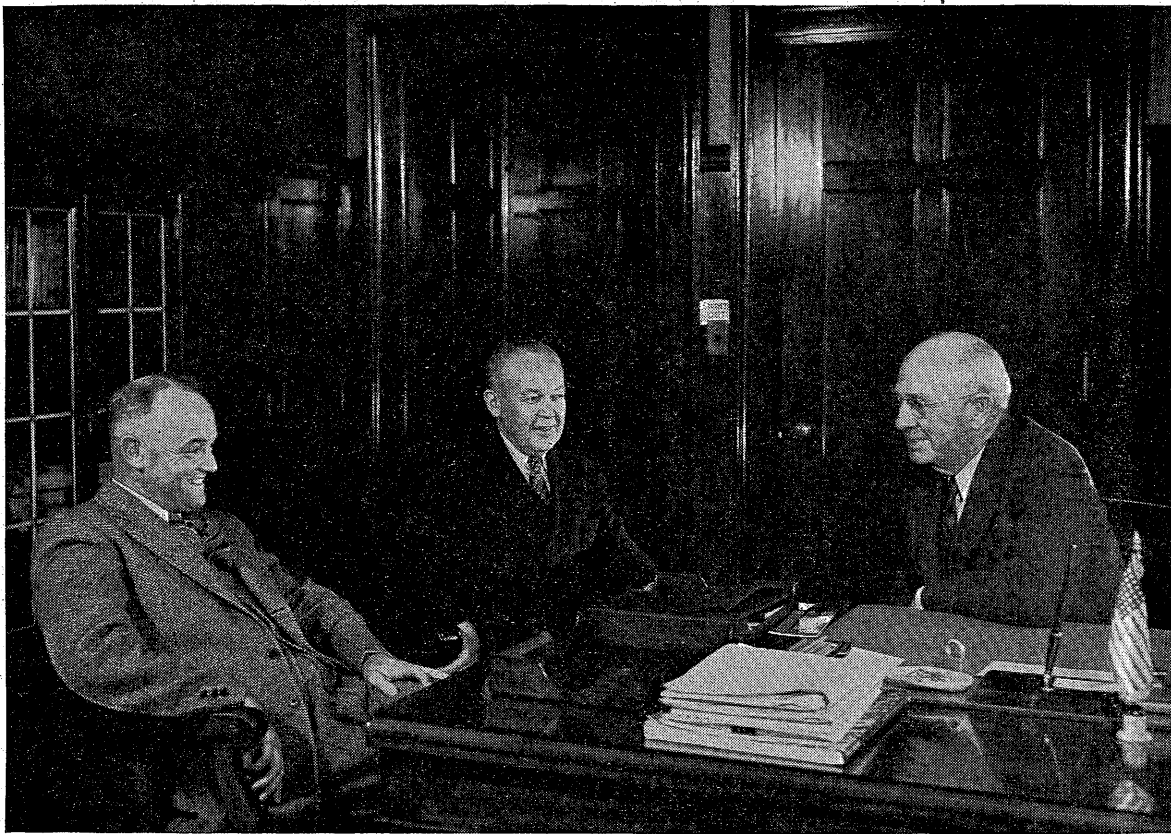
To Plan Graduate Work

With graduate enrollments down, the current year will be one for constructive planning for the future of graduate study and for bringing the university's many research programs into a more orderly coordination, Dean Theodore C. Blegen declared. He expressed a hope that all university departments will give careful consideration to the type of graduate courses they will offer at the end of the war. Experiments in wartime education, he said, should give rise to suggestions for new types of graduate education, and while these programs are still embryonic, he believes they will develop, once the war has been won.

Research in "interdepartmental areas," in which more than one, or a considerable number of departments combine their efforts to solve a problem, must be encouraged, Dean Blegen said, pointing out the present world-wide recognition that as knowledge expands, fields of knowledge become more and more dovetailed and interdependent, so that fewer problems can be solved by the old-fashioned, lone researcher.

In the College of Science, Literature and the Arts, Minnesota will continue its phase of the national campaign to preserve the liberal and cultural values of education, not only by continuing the usual liberal subjects but also by repeating the course in the Humanities, started last year by a

President W. C. Coffey and New Vice-Presidents



Malcolm M. Willey, vice-president for academic administration, and W. T. Middlebrook, vice-president for business administration, are shown, left to right, conferring with President W. C. Coffey of the University of Minnesota, whose principal aides they are in a new administrative set-up.

Officers in New Administrative Set-up Shown

William T. Middlebrook, formerly comptroller, and Malcolm M. Willey, formerly dean of administration and assistant to the president, were made vice-presidents of the University of Minnesota at the June meeting of the Board of Regents. Subsequently, Laurence R. Lunden, assistant comptroller, was made comptroller.

With respect to the new set-up, President W. C. Coffey made the following statement: Recognizing that the administrative organization of the University of Minnesota has not kept pace with the rapid growth and complexity of the institution, the Board of Regents at the meeting on Saturday, June 12, took steps that have been under general consideration for a considerable period of time, and created two new administrative offices: vice-president, academic administration and vice-president, business administration. To the first of these the Board, on recommendation of President Walter C. Coffey, named Malcolm M. Willey, who has served for ten years as University Dean and Assistant to the President; to the other, it has named William T. Middlebrook, for the past eighteen years University Comptroller. Announcement of these changes was made by President Coffey in the following statement:

Genetic Foundation at University Seeks Data for Human Betterment

Records on Tooth Anomalies Help Design Pattern of Inherited Defects

Physical peculiarities of human beings for which there is evidence of transmission from generation to generation are the principal interest of the Charles Fremont Dight Institute for the Promotion of Human Genetics, which has recently completed its second year.

Congenital dental deformities, and in particular, congenitally missing teeth, are the peculiarities on which most investigation has been centered, but within the ken of the Institute's interest, according to its director, Dr. Clarence P. Oliver, is a considerable series of other conditions.

Known for short as The Dight Institute of the University of Minnesota, the organization is a result of a bequest made to the university by a Minneapolis physician and student of eugenics and genetics, the late Dr. Charles Fremont Dight, one time schoolboard member and enthusiastic promoter of movements looking to the betterment of human beings.

About one percent of persons examined in the oral diagnosis clinic of the School of Dentistry have what are called congenital (existing from birth) defects of the upper lateral incisor teeth, according to the institutes second annual report. In some instances both teeth are missing; in others, one is missing, one normal, and other variations exist in which a peg-shaped tooth occurs, matched either by a normal tooth or by no tooth at all.

Existence of any of the variations is taken to indicate that the "gene" or inheritance factor for missing incisors is present in the person and in one or both parents, says the report.

Data on tooth anomalies of the type described was obtained from

among 11,487 persons examined at the clinic over a two-year period, from whom 195 cases sufficiently certain for use in scientific investigation were found. Full mouth casts were made of all these will be retained with accompanying records as a basis for further investigations.

Why, one may ask, should effort be made to trace the existence and possible inheritance of so seemingly harmless a character as missing incisor teeth?

The answer of Dr. Oliver is that this condition in itself is not especially bad, but that it is a rather common and easily identifiable inherited trait from which geneticists can evolve the pattern of inheritance that can be applied to much more serious and dangerous conditions which may be developed in children of parents in whom they have been found. Congenital ataxias, blindness, cataract and other conditions are serious. It may be, he pointed out, that if, because of genes known to be possessed by the parents, a child would have a ninety-ten chance of becoming blind, or being manic depressive, or the like, instead of a much smaller chance, the parents would decide not to bear the child in question. That is where the genetic or eugenic significance of the Institute's findings becomes apparent.

Because of the breadth and importance of its ultimate purpose, the Institute is eager to obtain

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Dean's Son Commissioned

Word that his son Ted had been commissioned second lieutenant in the U. S. Army corps of engineers at Fort Belvoir, Va., was received recently by Dean Theodore C. Blegen of the graduate school, University of Minnesota. Mrs. Blegen was present at the ceremonies. Lt. Blegen is expected to be ordered to a southern camp.

University Must Help Society to Test New Ideas

President Coffey Points to Many Programs Seeking Acceptance

URGES WIDE APPROACH

Education Must Be More Than Technical to Build Judgment

"The Purposes of a University" was the subject of an address delivered to the faculty and student body, and especially to entering students, by President Walter C. Coffey of the University of Minnesota at the year's opening convocation in Northrop Memorial Auditorium the morning of September 30.

Dr. Coffey said: I have sometimes felt that when college presidents rise to speak on such an occasion as this, they have a tendency to direct their remarks more toward the ears of their colleagues who sit behind them on the platform than to the audience before them. While I would not for a moment turn my back upon my associates, except in the most literal sense, today what I wish to say is intended primarily for the students who are entering the University of Minnesota for the first time, either as freshmen, as upperclassmen who are transferring here, or as graduate students. Because this is the opening convocation of the academic year 1943-44, it is they especially who should be addressed.

It seems to me appropriate to discuss with new students, even in time of war, the purposes that are involved in going to a college or a university, and to raise the question of why colleges and universities exist. No nation on earth has devoted so large a proportion of its resources to higher education—or to education generally—as the United States. Education is one of our major faiths. And as you start your college course in this fall of 1943, it may be well to remind you of the services that

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units which, as time goes on, can become a responsibility of the vice-president of academic administration. The academic vice-president will also be able to assist the President as a staff officer in many matters relating to the internal functioning of the University. Likewise on the business side there are changes that seem desirable and which will achieve a greater economy of effort, and also permit on the part of the vice-president of business administration greater time for consideration of the many questions involving general financial policy. No complete blue-print of organization has been prepared. Rather, it is my intention to study the many problems that are involved in a better integration of our internal administrative machinery as it directly involves the President's office, and present them to the Board for consideration.

I am confident that the changes which the Board has made come at an opportune time. Our administrative problems grow more difficult every day, in part because of the natural growth of the University, and more immediately because of the war programs that are now being carried for the Army and the Navy. Furthermore, we must look forward to the time when the war is over and we are suddenly called upon to meet administrative problems of even greater complexity and magnitude. Neither the Board nor I has felt that we were organized to meet these effectively or efficiently. The action of the Board on Saturday in creating two vice-presidencies, both responsible directly to the President, provides an administrative framework within which we can gradually get ready to undertake the post-war job we shall be called upon to do, and at the same time it will permit us to move with greater surety in meeting the problems we face in our present day-to-day activities.

Dean of Students Sets Up New Bureau for Student Activities

To Continue Old Functions and Examine Activity Value to Individual

A major innovation in the handling of student activities in the University of Minnesota by the organization of the dean of students, E. G. Williamson, is the establishment, to be in effect this fall quarter, of a Student Activities Bureau, which will take over many of the long-existent student contacts of the office and at the same time will initiate new ones.

Old features of the program will be called "program advising" and will have to do with the actual programs to be followed by various student organizations, such as The Interfraternity Council, The All-U Council, the Freshman Week Committee or The Minnesota Foundation, Dean Williamson explained.

New will be the "personal counseling program." Its purpose will be, broadly, to make helpful contacts with students and encourage them to enter into those student activities from which they might be expected to gain most benefit. And at the same time the new program will aim at a long-term evaluation of student activities, including a study of the good which students, at least some students, derive from participation in activities.

By arrangement with Dr. Marcia Edwards of the College of Education, Dean Williamson will this fall have that college select a group of students who will be inducted into different campus activities with the specific purpose of studying results, both on the organization by which the activity is carried on and upon the participating student.

"Everything under the sun has been claimed for activities," Dean Williamson said. "There is a group in the faculty of persons who maintain the student activities are senseless and a waste of time. There is another group to whom the activity program seems to represent the greatest values young people get from their years on the campus. It is reasonable to assume that both of these views are extreme. Some students get great good out of activities. Others, possibly because they merely 'join' and do little if any work, gain almost no advantage or make no growth from participation. Then, too, there are considerable numbers of students who at present get into no activities, although some such form of self-expression is one of the things they need most for the sake of their personal development."

A Long-Range Problem

Dean Williamson does not think that this problem can be solved in a day.

"In developing our Minnesota testing techniques in what used to be the testing bureau, now known as the Counseling Bureau, we worked out a program over ten years," he said. "I believe that our present effort to learn what is really good in the programs of student activities will take some similar period of time. We shall go about it gradually, starting this fall, as I said, with an experimental group from the College of Education."

The Student Activities Bureau will handle such present functions as approval of student money-raising campaigns, checking scholastic eligibility of students seeking organization posts, approval of campus posters and the like, advertising events appealing for student attendance, general supervision of student parties and special events, and a host of other things long delegated to the dean of students' office.

Finances of student organizations will continue to be supervised in that department.

Social Adjustment Program

Dean Williamson's statement of the new social adjustment counseling through participation in activities includes these points: To clarify to an individual student the benefits of participation in organized student activities and to develop attitudes of responsibility and cooperation for contributing to the welfare of society.

Assisting new and foreign students to select profitable and enjoyable activity participation.

Systematic counseling of all student leaders regarding leadership problems and the development of an all-university point of view through the medium of leaders' camps and personal conferences.

Assistance to student organiza-

Regent Snyder Dedicates New 'U' Airport

Describes Services in War and Peace of New Flight Facilities

With Gov. Edward J. Thye, Rep. Joseph O'Hara of Glencoe and Regent Fred B. Snyder among the speakers, the University of Minnesota's new airport, equidistant from St. Paul and Minneapolis, and lying just beyond the New Brighton arms plant was dedicated Thursday, Aug. 19. Mr. Snyder, presiding officer of the Board of Regents, delivered the dedicatory address. Lewis G. Castle, chairman of the Metropolitan Airports commission, John D. Akerman, head of the university's department of aeronautical engineering and H. D. Hendershott, chairman of the airports committee, Twin City chapter, National Aeronautical association, were among other speakers.

The ceremony was held in connection with the air conference of the Greater Twin Cities chapter, National Aeronautical association, then under way.

The airport, land for which was acquired by gift to the Board of Regents from American Aviation, Inc., has been under improvement for the past two years and now contains a concrete hangar, 120 by 160 feet, and 5,000 square feet of shop facilities. It is in use at present by contractors giving military flight training and for activities auxiliary to aeronautical courses at the university.

In his address Mr. Snyder said:

Regent Snyder's Talk

To the constructive power of the mind called imagination, mankind is indebted for most of the progress made in the development of the lives and customs of people and nations. Aviation is a good example of this advancement.

In imaginative mythology we find that "Eager Daedalus made for him and his son wings of freedom. He practiced with feathers and wax. This attached to the shoulders, as birds, then they attempted to fly. Icarus was not afraid to try. He, who enjoyed his own wings, began to fly higher, against his father's will. He flew near the sun, which made the wax liquid. The wings fell from his shoulders and therefore he himself fell into the sea."

Referring to this, the Latin poet, Horace, wrote in one of his odes:

"Born by wings mankind never were meant to use
Daedalus conquered the vault of Heaven."

We also recall as of quite modern date the fanciful story of "Darius Green and his flying machine."

But not by the poet's dream or fancy could the creative mind of man envisioning flying be put aside. In the year 1903, the world sat up and took notice that the Wright Brothers at Kitty Hawk had successfully flown a plane heavier than air. A few years later, Charles Lindberg made his non-stop flight to Paris.

Since then, imagination has wrought in this new field of adventure results almost beyond comprehension. It was truly a new field as the work had to be done, not in a two but in a three dimension space, thus bringing new factors into political, economic, administrative, social and religious problems of the world.

It was soon apparent that no dominating nation could hold its status against attack without being master of the air. In America our Air Department was co-ordinated with the War and Navy Departments on the assumption that

tions in continuous search for leadership material.

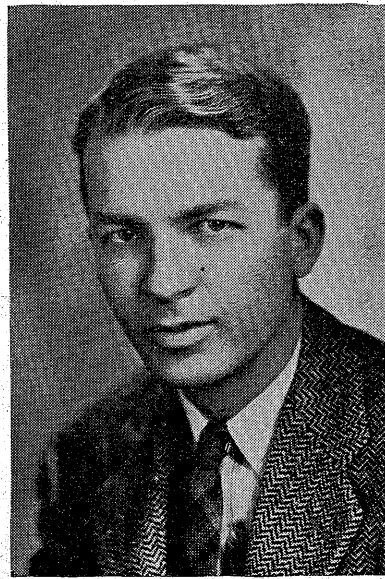
Special counselling of students who have not previously participated in student programs in the selection of activities which will best satisfy individual needs for personal, educational and social-recreational development.

Enlisting assistance of students organizations and their leaders in the induction of students who do not now participate in organized activities.

Coordination of social adjustment counseling with other types of counseling, such as the Student Counseling Bureau, the college counselors, and the like.

Principal assistants to the dean in the new work will be Miss Barbara Clarke and Charles Rock.

New Librarian Comes to Campus



Erret W. McDiarmid, newly-elected University of Minnesota librarian, has reached Minneapolis to assume his duties. He succeeds Frank K. Walter, librarian since 1921, who is retiring at the age limit. A native of West Virginia and a graduate of Emory university with a Ph. D. degree from the University of Chicago, Dr. Weir comes to Minnesota from the University of Illinois, where he was associate director of the library school. He also has served as librarian of Baylor university.

only by such unity of power could our free institutions be preserved against attack by a foreign power.

The control of the air is necessary, not only to preserve by victory in war our form of government, but also to preserve for the people in times of peace the blessings of happy home life and freedom for each to make a living in his own way.

Development to Come

After the war, the development of airships and the use of them by civilians, and as carriers of passengers, freight and express will approach the development of automobiles for the same uses in the past quarter of a century. Even the "Klystrone," the new military detection device in the field of Electronics, may be improved to the point where its present form may be a mere incident of progress—who knows?

Aeronautics cannot move onward without training men and women to be skilled in the construction of airships of the highest efficiency for speed, comfort and safety and to be fully competent to operate the ships with a full realization of the hazards of the undertaking.

The University of Minnesota has been foremost among the educational institutions of our nation in aeronautical instruction. Its department is the largest devoted to that purpose by any institution of learning.

Until 1939, the department was obliged to work under handicaps unbecoming to an arm of the State of Minnesota. It was obliged to conduct its field training at outside airports. The result has been thus described by Professor Akerman, head of the department: "In Minnesota and elsewhere it has been shown that University activities in outside operated airports have always been a 'football' to be kicked around the field and most of the time 'kicked' out of bounds. This particularly was demonstrated three years ago when the University of Minnesota was left with hundreds of flight students and research problems without a corner of hangar space or port of runway from which to take off."

Gift Solves Problem

Fortunately when this situation arose the University received an endowment gift of 260 acres of land for airport uses where we have met today to dedicate the field. Since then, under the terms of the gift and with the expenditure of \$124,000, without the aid of State appropriations, the educational work has been conducted free from any outside handicap.

The increasing demand for trained air pilots and engineers familiar with every type of airplane makes the extension of runways and enlargement of the airport necessary as an adequate laboratory for the study and handling of the new and improved planes of the future. For this development, the University has no funds. It is hoped that with additional gifts and a favorable consideration by the Metropolitan Airport Commission, the improvements may be forthcoming.

The University of Minnesota

Brown's "Mirror for Americans" Depicts United States as of 1810

Warns of Stock Hurt in Accidents

Any campaign to reduce losses from accidents in wartime might well include a campaign to reduce the number of farm animals killed on railroad tracks and public highways, H. G. Zavoral, extension livestock specialist at University Farm, said today. The amount of meat lost because of such accidents is enormous, says Zavoral, to say nothing of the loss in equipment and manhours when a fast freight is stopped by a crossing collision or an automobile is wrecked by a pig or a cow on the highway.

Keeping gates closed and fences in repair is the best remedy for this loss, said Zavoral. Farmers generally understand the importance of keeping livestock in, he said, but city folks who work temporarily on farms or who have occasion to drive through farm gates frequently forget, with disastrous results.

Railroads report an increase in right-of-way accidents caused by stock on tracks. This is attributed to more trains, faster schedules, and many "specials" needed to move troops and freight. Troop and freight trains have been delayed, sometimes derailed, materials of war destroyed, essential railroad equipment wrecked, and human lives lost through striking livestock that stray or are thoughtlessly driven onto railroad rights-of-way.

Stockmen who must drive herds and flocks across railroads to pasturage, to market and for other purposes, should make certain they allow sufficient time for the crossover. A train five miles down the line will be on the cross-over spot in five minutes or less.

Tackle 'em Low; Jerseys Are Ours

Hit 'em hard; hit 'em low; higher up, that's our jersey, you know.

Some real reciprocity was put into effect between the football teams of Minnesota and Missouri for their game on Sept. 25.

Minnesota loaned Missouri the home team's set of maroon jerseys.

Normally Missouri wears gold jerseys, and the rub is that the Gophers do too. Rather than change to maroon jerseys, which the home folks wouldn't recognize, the Golden Gophers offered to lend Missouri a set of maroons if the visitors would allow the home boys to wear their gold tunics.

So that's how it was done. No orders were issued to tackle carefully so as not to tear the precious stuff, although in general tackling below the jersey is a preferred gridiron practice.

should have the best as well as the largest department of aeronautics.

In conclusion and in behalf of the Regents and Faculties of the University of Minnesota, I dedicate the University Airport to the youth of our land who have been, are at present, and will be in the future, educated and trained in its Department of Aeronautics, with the invocation, that they may all with honor to their Alma Mater loyally serve their country in times of war and in times of peace on "the wings of Freedom."

Typical Sections of Young Nation Described in Geographer's Volume

"Mirror for Americans," a work by Professor Ralph H. Brown of the Department of Geography, University of Minnesota, published by the American Geographical Society, the organization of professional geographers, is a most readable and entertaining volume, entirely original in its approach to its subject, the United States of America in 1810, and admirably successful in its effort to recreate the atmosphere and mood of that time as well as to present a picture of that America.

Professor Brown has produced an imaginary gentleman, one Thomas Pownall Keystone, a retired merchant of means, resident in Philadelphia, whose inclinations have led him to a study of the major geographical divisions of the thriving young country of which he is a citizen. Mr. Keystone, naturally, knows nothing of the United States subsequent to 1810, and so devotes himself wholeheartedly to describing our nation as it was at that time.

Being a geographer, Keystone has eschewed politics, and one would suppose, in reading him, that there were no differences of opinion nor clashes of interest between the various parts of the nation, although it is true that in describing the agricultural production of the several areas he comments on the extent to which black slaves are employed according to the utility of that form of labor to the crops grown. Thus he shows, interestingly, that in parts of tidewater Virginia and Maryland the negroes were impoverishing their owners as crops declined with the fertility of the soil and slave holdings increased from the fertility of the humans.

Striking in his descriptions of agriculture are the number of references to impoverishment of the soil from long cropping, something that the superficial thinker might suppose to have come in much more recent years. Yet, as long ago as 1810, much tobacco land in tidewater Virginia had not only been abandoned, its fertility drained, but had again grown up to forest, creating the appearance of wilderness where once had been great estates.

Of great interest is Keystone's (Brown's) chapter on "The Carolina Low Country" in which he describes the gradual crop transition from rice in the low swamps, to indigo and thence to cotton, the latter raised on the uplands of the Piedmont. Also graphic is his description of the three types of Carolina country, the low plains, the higher "pine barrens" and the red and black soils of the higher country, where the planters finally found themselves, with cotton king.

Under "Northern Border Regions" he tells of lower and upper Canada, describing with great interest the seigniories along the lower St. Lawrence, typical of the Canadian lands originally settled, and still occupied, by French residents. His descriptions of land companies in western New York state are also revealing to one who had known nothing of them and his dissertations on Pennsylvania and on the coastal regions of New England, where one was never beyond the smell of drying cod, are wholly worth while.

Nolte, Lombard, in New 'U' Posts



J. M. Nolte



James S. Lombard

'U' Head's Report Stresses Campus Wartime Efforts

Board of Regents Informed First Disabled Veterans Will Come This Year

Wartime activities of the University of Minnesota were enumerated and the institution's determination to make every possible contribution to victory were stated in the biennial report of President Walter C. Coffey which he presented to the Board of Regents at its September 10th meeting.

"War tends to make us realize that greatness may often consist in doing superbly well whatever one is called upon to do," said the president. "Success is not always to be measured in separate individual accomplishment; often it must be judged in what each person contributes to a total mobilization of effort. In time of war the concerted effort of the most humble of us become in unique manner an indispensable foundation for the support of a common cause. It is with this in mind that we are seeking to gear the university to the war effort.

"Scholarship alone, in times like these, is not enough. There must be scholarship, yes; and it must be utilized in every possible way to further the cause in which we are fighting—But something more is necessary—a collective something that is hard to define yet easy to understand: loyalty, courage, perseverance, sacrifice, devotion, faith and singleness of purpose—in war or peace these human qualities are an ever-present requisite of national greatness. But in time of war they acquire a new and deeper significance, for through them a nation's war effort can be focused. Scholarship today, without these values to motivate it, is certain to be inadequate; scholarship, driven by the power these values generate, will help us as a nation to attain the victory."

Elsewhere President Coffey said:

"The university has truly girded itself for the war effort. It has inventoried its resources in equipment and personnel. It has studied the needs of the armed forces, of industry, and the home front. It has considered the problems that will be posed by the inevitable period of reconstruction which will follow the war. It has made certain that the program it is undertaking will make the most effective use possible of its resources and at the same time realize important objectives."

President Coffey then presented a resume of the war-related activities of the University of Minnesota that were under way when the report was written, a program that has since been vastly increased.

First Disabled Men Expected

President Coffey informed the Board of Regents that about fifty disabled veterans of the present war are expected to enroll in the University of Minnesota during the coming college year. For these men, he said, the Veterans Administration has agreed to pay tuition, together with special fees and charges and an estimated amount for books, instruments and supplies.

Malcolm M. Willey, vice-president for academic administration, was granted permission to attend a Navy department orientation course for academic administrators, Sept. 16-30 at Columbia University and Dean W. F. Lasby, dentistry, received permission to attend a similar course at Columbia, Oct. 1-15. Dean T. R. McConnell, College of Science, Literature and the Arts got permission to spend three weeks of each of the coming three months helping conduct a survey of the city colleges of New York City.

Agreement was signed between the Agricultural Experiment station and the Southeast Farm Management association, covering operation of a farm accounting and management program that has been under way between the two for several years without written agreement.

Under gifts the president reported that the University of Minnesota received more than \$57,000 during the past year for the support of nursing education in seven aspects of that field. Largest sums were for nursing instruction and field training of public health nurses.

Upon recommendation of Dean T. C. Blegen of the Graduate School and the president, the regents voted to increase from six

'U' Maintains Normal Program

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committee under Prof. Alburey Castell, devoted to a canvass of the important liberal and cultural thought of the past 150 years. This is a type of study that is being encouraged in many universities, partly as an offset against the necessary emphasis on the technical fields created by war.

Need Teachers in Hurry

The main problem of the college of education will be that of turning out teachers to fill the shortages admitted to exist in every teaching field, according to Dr. Marcia Edwards, assistant to Dean Wesley E. Peik. Acceleration of courses will enable students to take in their junior year enough of the methods and practice teaching ordinarily taught in the senior year so that they may be prepared to receive temporary state teaching certificates and take their place in the teaching ranks. Although every teaching field is short of workers, elementary teaching and the teaching of business and industrial subjects and home economics are suffering special stringencies, Miss Edwards said.

The College of Education also will place added emphasis on late afternoon and evening classes for teachers who can obtain degrees by finishing a few subjects, or who wish to take courses related to teaching for wartime purposes. A new course on education in the war and postwar periods will be offered in the college.

Such units as the engineering departments in the Institute of Technology, and Medicine, and Dentistry will have their hands full with the instruction of the many Army and Navy men assigned to study at Minnesota. These men also will require a great deal of faculty time in the fields of English and history, and for certain contingents, personnel psychology and foreign languages, including Japanese, German, Finnish, Norwegian and Swedish, will be offered.

The number of service men assigned to the campus is expected to hold up during the winter, and while it will not duplicate the probable number of civilian students, will augment them to the point where total enrollment will not be greatly less than it was in the times when great numbers of students were flocking to college each fall.

Special adaptations at University Farm, where agricultural demand as well as war service are certain to deplete enrollment, will include the offering in only single quarters of subjects which students ordinarily could start at the beginning of any quarter and among advanced subjects, offering of a considerable number of them in staggered years rather than each year.

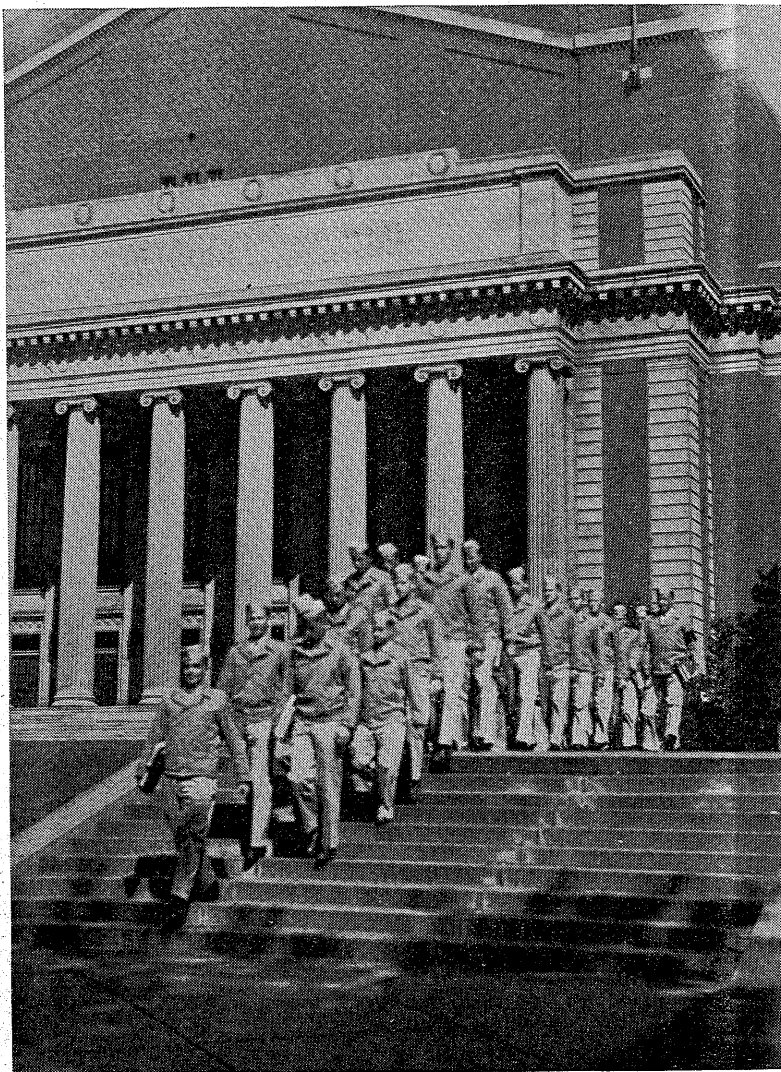
Principal new university officers as the year begins are Henry Schmitz, dean of the College of Agriculture, Forestry and Home Economics; E. W. McDiarmid, University librarian; Julius M. Nolte, director of the General Extension Division, and James S. Lombard, head of the department of correspondence study. The university also now has, for the first time, two vice-presidents as immediate aids to the head of the institution, these being, William T. Middlebrook, vice-president for business administration, and Malcolm M. Willey, vice-president for academic administration.

Nursing Class Big

One unit that will have the largest freshman class in history is the School of Nursing. Announcement of federal grants to pay tuition and other expenses of entering students who agree to be designated nursing cadets and to sign up to remain in nursing service, not necessarily military, for the duration led to so many applications that a quota of 300 has been accepted. Grants are also available for tuition to Public Health Nurses.

to twelve the number of tuition-free scholarships to Latin American students which the University will grant. Names and field of six who will study at Minnesota this year under the arrangement are: Laurentino Arjono, Panama, pharmaceutical chemistry; Rodrigo Barriga, Ecuador, soils; Margarita Castro, Costa Rica, child welfare and kindergarten; Restrepo C. Lazaro, Uruguay, plant genetics; Sofia Orejuela, Ecuador, social work; Felix Pierre-Louis, Haiti, plant pathology.

A.S.T.P. Soldiers Enjoy 'U' Campus



When Minnesota classes let out at twenty minutes past the hour the campus is alive for ten minutes with crisply marching units of soldiers and sailors "off to the next lesson."

Athletics Help Griffith Says Of Fighting Men

The following is a statement prepared for inclusion in Western Conference Athletic Programs by Major John L. Griffith, conference commissioner.

This is the second year of Conference war football and marks the forty-seventh year that the Conference universities as an organization have played football. While some colleges have thought it was impossible for them to carry on their sports program during the war, the Conference universities are consistently and conscientiously making a contribution to the war effort by and through their sports activities.

When the war in Europe started and before Pearl Harbor, the Conference athletic directors considered the question of what could be done by way of helping our country if war came by making our Conference plants and athletic men available for use by the Army and Navy and Marine Corps. Roughly speaking, the Conference institutions have invested twenty-five million dollars in athletic grounds and buildings. Many of the Conference coaches and directors are not wanted by the armed forces for combat service because most of them are past 38 years of age, or for other reasons. This means that the Conference men are eager to man the plants and to assist in the war effort by training service men and boys whose numbers have not been called.

When the Conference directors decided to offer all of the universities athletic and physical training resources to the nation, they realized that this would make some changes in the competitive sports program. However, they were definitely of the opinion that sports in wartime should be considered from the standpoint of their training value rather than in terms of morale, recreation or play, important as these values may be in peacetime.

A great many boys who once attended Conference universities have acquitted themselves with marked distinction in this war. Some of these men never engaged in intercollegiate sports. On the other hand, a great many of our former athletes have been decorated and have brought honor not only to themselves and their families and their universities but also to their country as well. These warrior athletes almost universally expressed the opinion that their participation in athletics before going into the Army, or Navy, or the Marine Corps, was of value to them in things that they were doing now.

Whether the quality of the football this year is as high as it has been in other years does not matter. The main thing is that the Conference is going ahead with its program because it definitely believes that thus it is rendering a service to our country.

This, of course, will be a very unusual year in Conference football, but I am sure it will be a very interesting year and every game will be full of surprises. Our enemies have at different times wondered how we could train an Army in a short time when they spent several years in training their armies for this war and they have wondered how our boys with only a few months training were able to outfight the trained Germans, Italians, and Japs. In fact, the German high command after the last war appointed a committee to find the answer to these questions and after two years' study the committee reported that one reason why Great Britain and the United States could do so well on the field of battle with men hastily trained and prepared was the fact that the men of Great Britain and the United States had had some experience in athletics. Some may ridicule the idea that football has anything to do with the nation's strength in time of war, but our boys who are doing the fighting will have to answer that question and I am sure the answer to the question that will be given by these thousands of former athletes will be that their athletics helped them to fight better.

Continuation Study, he was affiliated with the Municipal Reference bureau. Formerly a Presbyterian minister and a fraternal order official, Mr. Lombard came to the university after service as a chaplain in the United States Army. Mr. Dickerman, a Dartmouth graduate who joined the Extension Division several years ago, formerly taught in a missionary college in Asia Minor.

Science Seeks Genetic Data Extension Unit Opens With New Head

Continued from page 1, column 3

information on almost every type of inherited anomaly. Among the conditions for which family data would be welcomed are carcinoma, hernia, harelip, twins, diabetes mellitus, Huntingtons chorea, familial intermittent paralysis, mongolism, and dental anomalies of every kind.

Public service of the Institute is indicated by the fact that requests for aid in interpreting familial histories, including the probable occurrence of the trait in the questioner or in one of his relatives, have been received from persons having family histories of many of the conditions named above.

"It is difficult to answer some of the questions without having a complete familial history," says the report. "However, where complete histories are not available, we have given the best answer possible, always suggesting that a more accurate answer might be possible if the person would bring or send more complete records."

The Dight Institute has made connections with several other organizations, among them the Minnesota League of Planned Parenthood, which has important and useful records, and the Minnesota Mental Hygiene Society. Large numbers of records have been turned over to it by the Faribault School for the Feeble Minded, but lack of staff has so far prevented complete examination of these records.

The report also points out that funds of the Institute have permitted appointing the director for the summer session period, thus assuring continuance of the work throughout the year.

Dean Theodore C. Blegen of the Graduate School is chairman of the Institute's advisory committee, on which are also Dr. Peter J. Brekhus, Dr. Eric K. Clarke, Dr. Royal C. Gray, Dr. Dwight E. Minnich, Dr. Donald G. Paterson and the secretary, Dr. Oliver.

Soon to be published by the University of Minnesota Press for free public distribution is a pamphlet containing a general statement of the purposes and operations of the Dight Institute, together with an account of the life of the benefactor Dr. Dight.

North Dakotans Speaks at 'U'

President Frank L. Eversull of North Dakota State Agricultural College, Fargo, was speaker at graduation exercises which closed the University of Minnesota's first summer session July 22nd. Approximately 160 degrees were awarded by President Walter C. Coffey.

Extension Unit Opens With New Head

More than 500 courses in all major fields of college study will be offered this fall by the General Extension Division, registration for which will continue through Oct. 2, Julius M. Nolte, new director of the division, announced.

A "fix it yourself" course for the home owner who knows that he or she can't get another electric toaster, vacuum cleaner or cake mixer "for the duration" will be one of the innovations. It will be taught by Prof. Fulton Holtby of mechanical engineering.

Courses offered are divided into the general fields of engineering, business, arts and sciences, education and courses for personal improvement and recreation. Specially adapted to the war situation this year will be such new topics as Latin-American culture, Geography of the War Theaters, Problems of Democracy and special courses for College of Education students who want to hasten their preparation to help meet the teacher shortage.

"Wild Game of Minnesota," taught by Dr. Gustav Swanson of University Farm, and "Plants Useful to Man" will be among the fall semester novelties.

Registrations may be made at downtown offices in either Minneapolis or St. Paul, or on the main campus.

Major changes in the personnel of the General Extension Division were made following retirement, July 1, of Dr. R. R. Price, founder of the division and its head since 1913. Julius M. Nolte, for many years director of the Center for Continuation Study, succeeds Dr. Price as division head. James S. Lombard, formerly field man, has been made head of the Correspondence Study Department, succeeding Algernon H. Speer, also retired, and Watson Dickerman will take charge of the Center for Continuation Study, continuing his duties as program director for the division.

With the transfer of Mr. Nolte, the Center for Continuation Study has been merged as an integral part of the General Extension division. During the war its building has been taken over to house an ASTP contingent in foreign area and language study (oriental) and the Center will operate on a much reduced scale for the time being.

Mr. Nolte has a degree from Yale and one from the University of Minnesota Law School. Before going with the Center for Con-

"U" Head States Purposes of a University

Continued from page 1, column 5
colleges and universities perform. There are many ways in which we might approach this topic. I have frequently, in speaking of the University of Minnesota, said that it performs three major functions: it trains students by teaching them; it adds to knowledge by conducting research; and it serves the people of the state by helping them meet the problems that they face, and by offering them a cultural leadership. This three-fold approach to an understanding of what a university does is, I think, a sound one. Recently I have tried to restate, in more inclusive and general terms, the purposes of a university, and it is this restatement that I want to present to you this morning.

For many years I have been a faithful follower—I am almost tempted to say a friend—of one of the unique literary characters who appears from time to time in the pages of the "Saturday Evening Post." I refer to Mr. Ephraim Tutt, Yankee lawyer of matchless shrewdness. Mr. Tutt, some of you know, has now written his autobiography, in which he sets down not only his impressions of the author who created him, but his impressions of the world as he has known it. It is a sentence of Mr. Tutt's that I want to quote for you:

"I believe," he writes, "the curse of the world to be that it is governed by talkers. . . . I do not care for government for, of, or by the larynx." I chuckled as I read that sentence, but the more I thought about it the more it seemed to me to have rather deep implications, many of which touch closely upon the question of higher education, and its purposes.

As we look around the world today, one of the things that strikes the attention is the enormous multiplication of the means and devices for transmitting the spoken word. I realize that it is hard for those of you who are now entering college to appreciate the fact, so obvious to those of us who are older, that it was only slightly more than twenty years ago that the marvels of what we call "radio" came into being. Millions of American homes now have their receiving sets, and millions of American citizens can and do sit in their living rooms and listen hour upon hour to the flow of words that pours forth from the loud speakers. Today we hang breathlessly upon the words of the commentator as he gives us the latest bulletins and interpretations; and even we who are the older sometimes forget that we went through World War I without radio broadcasting.

Likewise, I never cease to marvel at the tremendous advances that have come within my own lifetime in the gathering of news for our newspapers. When I was a country school boy we depended entirely on the weekly newspaper for information about what was happening outside our local community. Now what happened five hours ago on the coast of Italy can be put into type here in Minneapolis for me to read in my afternoon paper. And what is even more wonderful, by tomorrow morning I shall be able to look at a newspaper picture of that same event.

Words Fly Fast and Far

I would stress the fact that because of these recent developments in communication, words fly faster and farther now than ever before in human history. In this fact is one reason why the globe has shrunk, and why Mr. Willkie can appropriately entitle his volume "One World."

I would also stress that not only do words travel faster and farther—they travel from everywhere directly to me. The individual citizen becomes, in a real sense, the focus toward which all these words are heading. They are intended for you and for me.

This bombardment of the individual by words is, as I have suggested, a marvel of scientific achievement. But at the same time it introduces into our lives complexities and confusions on a scale of unparalleled magnitude. Much of the material that we hear, or read in print, is good sound fact; some of it is of no lasting importance and was intended to amuse or divert us. But much of it is designed to influence our attitudes and shape our opinions. For in the last analysis, words are conveyors of ideas, and this material that presses in upon each of us is the raw stuff out of which we fashion our beliefs and our values. It is from these word materials that we develop what Mr. Walter Lippman refers to as "the pictures in

our heads," in terms of which we pass judgment and act as we go about our daily lives.

All of this constitutes a problem, then, which can be simply stated somewhat as follows: What and whom are we to believe when everyone is talking at once? And in an almost literal sense, through the radio and the newspaper, numberless people are at the same time talking to all of us. Even if we recognize the facts, and discount the inconsequential material to which we listen, there still remains a vast residue that is the major source of the confusion of ideas that is so characteristic of the world today. Most of us, confronted with the inconsistencies, the divergencies, and the variations in the thoughts that we hear expressed, are perplexed to know what we should believe. And the danger is that we will believe the last thing we have heard, or the idea that is most frequently repeated. I am sure that it is some such notion as this that Mr. Tutt had in mind when he cited his distrust of government by larynx.

People Must Be Made Aware

All that I have been saying has significance in relation to our democratic conception of government, and particularly for education. Without elaborating the point, I think we would all agree that government "of, by, and for the people" is based on the assumption that the citizens of this nation are sufficiently aware of the problems that confront them, and have opportunity to weigh the pertinent considerations that may be involved, to the end that they may make intelligent choices, in the election of their officials, in the support they give to this cause or that, and in countless other daily ways. Democracy assumes that the citizens will decide the issues, even though governmentally it is done through a system of representation. Not every citizen can know everything about everything, and democracy does not require this. But citizens of a democracy can and must have sufficiently consistent values and attitudes, based on some reasonably accurate understanding of the world in which they live, to make intelligent choices when called upon to do so. It is because we as a country believe this so thoroughly that we have developed public education, as a bulwark of democracy, to the extent we have. We know that freedom of thought is as essential to democracy as restriction of free thought is to the survival of fascism and nazism.

It is my thesis this morning that it is the primary purpose of education, from the kindergarten through the universities, to inculcate and transmit those values and modes of thought that make the survival of democracy possible. And I would argue that the colleges and universities contribute mightily to this end for two reasons:

Functions of a University

In the first place, a college or university is the repository of the accumulated knowledge, wisdom and experience of men everywhere and of all times. Human growth depends upon utilizing the world's store of knowledge. The campus thus becomes a setting within which students, building on the foundations laid during their high school education, are given that broad understanding that we summarize in the term "liberal education." A democratic nation must have citizens who possess historical perspective; citizens who see themselves and their own country in relation to other times and other countries. The truly educated man cannot think or act solely in terms of his own native land, for he knows that distant influences will eventually touch his life and shape his fate. It is this that Mr. Willkie has so graphically described; the world has become small, and an educated man of necessity appreciates and understands the ideologies, the backgrounds, the resources, and the needs of people around the globe. The day of the provincially educated man (if I may use such a term) is past. In fact, provincial-mindedness wherever it is found is a sign of the failure of education as I conceive it. And I would especially point out to this entering class that it is through history, literature, the arts, and philosophy that a man most readily achieves a truly liberal education. No institutions are more important in furthering this type of education than our colleges and universities.

This suggests a point that I would underscore for all students now in college. War changes things, but not always in ways we would desire. One influence of the

war upon higher education has been the acceleration of courses of study, which involves not only a speed-up in the time given to college training but also the narrowing of interests to the point that those subjects possessing immediate practical application rise in importance, with the danger that as a result there will be forced from the curricula of students those other subjects out of which emerge the values that, when taken together, make for a liberal education. It is essential that we should train men and women who are competent in the skills required in the prosecution of the war, and this must be done with all possible speed. Some sacrifice of other than practical subjects is inescapable. But we must always remain conscious that this is a war sacrifice, and be determined, once the emergency is over, to refashion our curricula so that the enduring values of higher education will not be permanently lost. The world at the moment may need technicians without reference to their broader education; but later it will need technicians who are also educated citizens. That is why I would urge that every student now in college should include in his class schedules just as many of the broadening, liberal arts courses as he possibly can. Education is far more than technical skill, important as that is. This is something we must keep ever in mind, even when the exigencies of war force acceleration and streamlining upon us.

Must Understand the World

The training of students to understand the world in which they live, so that they make those wise choices upon which democracy must rest, and thus avoid the mistakes that come with floundering in confusion of conflicting ideas—this is the first purpose of a college, the first purpose that should motivate you as you start your college education today.

But there is a second purpose that a college or university performs, and it too is related directly to the emergence of the modern system of world communication, and the increased velocity of words and ideas. If the world is filled with conflicting ideologies, if there are confusions because of contradictions in values, and if the citizen is harassed because of inconsistencies among the ideas that reach him through the written and spoken word—then it is obvious that a need exists for some means of testing those ideas, and evaluating them, in order that their validity may be appraised, and those that are false rejected. It is through the sifting and testing process that confusion in ideas will be reduced. It is this function that a college or a university is uniquely equipped to perform. Ideas as well as tangible products need inspection and evaluation. Programs and proposals must be checked against the facts that are relevant to their appraisal. The truths of history, and the experience of generations past, must be brought to bear upon each new scheme for bettering the conditions under which we live. Facts and more facts must be marshalled as we analyze the problems that confront us today, and tomorrow. In the social and political sphere it is as essential that ideas be tested as it is that we test and check the cures that are proposed for human illness, or the performance of airplane engines. Human progress has been achieved false and substituting that which is proved true. Universities and colleges can and should be the testing grounds for ideas. In a recent essay, Dr. Walter Cannon, the distinguished professor of physiology at Harvard University, put this idea in words that are worth remembering: "An ideal service which a university may perform for society is that of welcoming new ideas, examining them critically, evaluating them so far as possible without prejudice, and stating clearly their implications and the probable consequences of putting them to practical use."

Testing Ground of Ideas

I would submit for your consideration the simple proposition that the more complex and troubled the world becomes, and the greater the confusion engendered in the minds of citizens because of conflicting ideas that pound relentlessly upon their eyes and ears, the greater is the need for some centers within which the process of examining the ideas that underlie our anxieties, our uncertainties and our confusions can be carried on critically and without prejudice. It is through study, through facts, through critical survey, and through the application

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of accumulated wisdom and scholarship that we eventually solve our problems, big and small. The only hope for a world in trouble is that this process of objective study will continue.

It is, therefore, as a testing ground of human ideas in all fields, as well as training centers for developing young minds, that colleges and universities exist.

How all of this relates to you I think I can illustrate rather simply. Let us compare you as an entering class with the entering classes of four and two years ago. The freshmen in 1939 entered this university expecting life both on and off the campus to go on much as usual. There were, to be sure, clouds in the sky, and disturbing winds were beginning to blow, but the devastating nature of those signs was not fully apparent. In 1941, especially after Pearl Harbor, the entering freshmen, and particularly the men, could think only of the war. You, the class of 1947, in a real sense can once again begin to face in two directions: you can look at the war today and in the immediate past, but the progress of that war has now reached a stage where you are justified also in looking from the immediate present into the more distant post-war future. What of that future? What of your ability and readiness to cope with it? I submit to you that the construction of the kind of world we all want to see when the fighting is over, will call for the most careful of planning—that is to say, the most critical and careful testing of all the plans and possibilities with which we and our Allies will be confronted. It is my conviction that the colleges and universities have much to offer in the evaluation, weighing and balancing of the proposals from which the new world will emerge.

Recently Mr. Charles F. Kettering was quoted as saying that what we need is not one post-war plan, but one hundred and thirty million of them. I assume he meant that every citizen should be giving thought to the kind of world he wishes to see emerge from the conflicts of the war. In one sense I agree with Mr. Kettering, but in another, I differ, for I do not believe that 130 million plans, unless drawn together and coordinated through a process of sifting and evaluation, can produce anything but further confusion. I believe that the essential coordination can in some measure be achieved through the process of bringing the products of scholarship to bear upon all of the proposals that will arise. To participate in this process is an obligation of the colleges and universities that arises from the very nature of their being, from the very purpose for which they exist.

Likewise, it is the obligation of the colleges and universities to train men and women like you, and to prepare you to attack the technical problems of future years, not only on the basis of your professional skills, but also in the light of your broad and sympathetic understanding of the world in which we live.

'U' Wartime Service

Having said this, I cannot close without reference to the role the University of Minnesota is playing in the training of men for the immediate tasks of war. I know of no institution that is doing more than we are. As you go about the campus you will see many visible signs of our war programs: the marching soldiers and sailors, numbering in the thousands, represent only one part of our war activity. There are hundreds of civilian men and women—not our regular students—in special courses that have been organized under federal auspices to give quick training, to equip them for places in war industries. All told, it would be a conservative figure if I were to tell you that more than ten thousand men and women are leaving this university annually to step immediately into the armed forces and war-related activities. Again, I speak not of our regular students, but of men and women who are

completing the war courses that have been established here.

Our laboratories, too, are humming with activity, for the federal government turns to us constantly to utilize the skills and research abilities of our faculty members.

Finally, our staff members and our students are serving far and wide, both in the armed forces and in other governmental agencies. Our university service flag is covered with hundreds of blue stars—and some of gold.

We are doing a war job, and we shall continue to do it as long as this war lasts.

But even as we give this service, and as we focus our effort upon the immediate contributions we can make to the winning of the war, it is incumbent upon us to keep in the foreground of our minds those fundamental and primary purposes for which—over the long stretch of time—universities exist. That is why I have this morning talked to you about the larger purposes of a university rather than telling you in more detail of the war program in which we are now engaged. That is why I would admonish you to take full advantage of all the resources this institution affords for acquiring a broad, deep-rooted, well-rounded education. For such an education, for you and millions of other citizens, must be the foundation upon which we can build, not only good professional training, but likewise the kind of citizenship that one expects in a democracy.

Because the University of Minnesota presents to you rich opportunities for acquiring that kind of an education, I welcome you here; and I charge you to take full advantage of the opportunities that now are yours.

ASTP to Grow To Reach 150,000

The War Department announced today that over 100,000 soldiers are in training at colleges and universities participating in the Army Specialized Training Program. In addition to this number, 16,000 soldiers are at Specialized Training and Reassignment (STAR) Units, where final determination is made on admission into the program.

Nineteen more colleges and universities have been invited to participate in the program, bringing the total number of collegiate institutions in the ASTP to 209. The list is expected to continue to expand.

The Army Specialized Training Program is rapidly approaching the goal originally set for it by the War Department—150,000 soldiers in training at any one time. The program is providing a steady flow of soldiers with specialized training at the college level in fields for which the Army has vital needs and in which the Army's own training facilities are insufficient in extent or character.

As a result of numerous inquiries, it has been reemphasized that there is no obligation on the part of soldiers participating in the ASTP to serve in the Army for a longer period than that which is required of any other soldier.

Transferred to Marquette

Lt. Lewis Letzerich, second in command of the Air Crew Training Detachment University of Minnesota, since its establishment last March, left Saturday for Milwaukee, where he has been placed in command of a similar detachment at Wisconsin State Teachers College. Major O. E. Sheldon continues in command of the Minnesota unit.

Darley Book Published

Individual counseling of students in a high school guidance program is the subject of a new volume, "Testing and Counseling in the High School Guidance Program," by Dr. John G. Darley, now in the navy on leave from his duties as director of the University of Minnesota student counseling bureau.

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War Training On 'U' Campus Goes Smoothly

Gradual Transition into Army and Navy Outlined Courses Seen Developing

War training programs at the University of Minnesota continue to go at full blast, most recent addition being a course for training women in signal corps engineering duties which they will perform at Wright Field, Dayton, Ohio, after the course is completed. Courses for women engineering aides, or "cadettes" for the Curtiss-Wright Corporation and for the Pratt and Whitney division of United Aircraft, Hartford, Conn., continue.

For the United States Army at the present time, the following units are in training on the campus: Army ROTC; Air Corps Technical Training command pre-meteorology units; 88th Training Command, United States Army Air Corps, pre-flight (air crew) unit; medical students; dental students; three types of engineering courses; and three specialized units in the Army Specialized Training Program, namely, Personnel psychologists; Foreign Area and Language Study (North European), and Foreign Area and Language Study (Oriental).

The three types of AST engineers are the basic engineers, for the most part freshman students selected on the basis of ability shown in the Army-Navy examinations of last April 2; advanced engineers, or students within a certain distance of graduation who are being continued in an accelerated engineering program designated by the Army, and 9-A engineers, a group of older men, with engineering degrees, who are in training partly to refresh their minds on engineering and partly as a basis of selection and placement to determine where they should be used.

New Tests Coming

It is assumed that additional basic engineers will be selected from high schools for admission next year, probably on the basis of tests to be conducted in high schools on November 9, and that men now in basic engineering will be assigned to continue into the advanced engineering program that is now under way, thus giving continuity to the training set-up for engineering fields. Training was in electrical, mechanical, civil and chemical engineering until the new semester opened Oct. 10, but at that time the chemical engineering program was discontinued and aeronautical engineering was included at a fourth element, soon to be started.

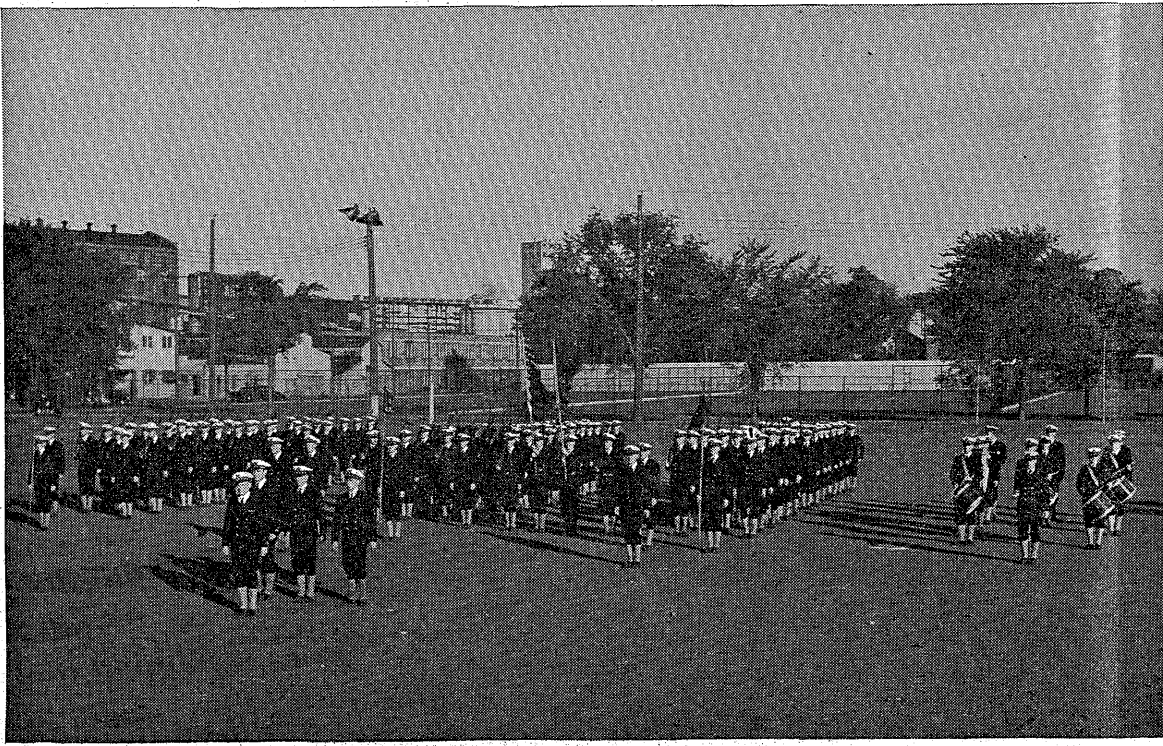
The War Department regulations on public relations state clearly that the exact duties to be expected of men in the several types of training be not made public, partly, no doubt, to keep information from the enemy, and also partly because admission to a certain course of training is not a guarantee by the Army that the trainee will be used in any narrowly restricted capacity. It is logical to assume, however, that graduates of the various courses will be in approximately the type of duty for which they were trained, if the educational program is to be significant.

Thus the Foreign Area and Language Study trainees will almost certainly have overseas duties dealing at some stage of the advance with some phase of the problem of handling civilian populations or with other aspects of a developing military movement. The Japanese language is being taught at Minnesota in the Oriental program, while in the North European program, Danish, Norwegian, Finnish and German are the tongues to which attention is being given.

The geography, geology and civil governments and customs of nations in which these troops may serve are also studied.

The Navy's training program at the University of Minnesota is in its broad outlines similar to that of the Army, although it is a little more diverse in that it includes three projects of the trade school

Naval ROTC Members at Minnesota on Parade



'U' Year Starts With Full Load Figures Reveal

Army and Navy Students Slightly More Than Offset Civilian Losses

EIGHT PERCENT GAIN

New Scholarships in Practical Music Announced by Department

Considering the unusual conditions of a war year, the University of Minnesota has gotten off to as good a start as it has done in most normal years.

Total numbers under instruction, Army and Navy trainees and women in special engineering programs included, are about eight percent greater than they were a year ago, an outcome few would have predicted at that time.

In civilian students there was a decline to slightly more than 7,000 individuals when registration for the Graduate School had been completed, but with the various service trainees the total comes back to something between 11,000 and 11,500.

President W. C. Coffey pointed out in a statement that the military units are so many and so varied that the drain on university facilities is greater than it was last year.

"With the exception of medicine and dentistry, in which the programs are unchanged," he said, "instruction in the army and navy units is so specialized that a given class can not be combined either with other army and navy classes or with civilian classes and the result is a heavy demand on classroom and laboratory space. Also we have had to employ a considerable number of specialized teachers to handle certain programs, such as language instruction in Japanese or Finnish. Physical education is another example. Big classes are conducted every hour of the day on Northrop Field and in the athletic plant."

Among the departments in which there has been practically no decline in enrollment is the Department of Music.

Five new tuition scholarships, carrying remission of tuition amounting to \$25 a quarter have been created in the University of Minnesota's music department, starting this fall, Professor Paul Oberg announced. Two of the scholarships have been awarded, to Eugene Rieckhoff of Burlington, Iowa, and Doris Nass, Northome, Minn.

The scholarships are in practical music, and the recipient may elect to study any instrument, or voice, under a full-time faculty member. Students on scholarships will be asked to render some services, such as accompanying, stage management, or library work. The scholarships are on a competitive basis and any student may apply.

With three existing funds for student aid or reward, the new scholarships bring to eight the number available to students. Largest of the existing awards is the Emil Oberhoffer Memorial Fund, which provides a prize of not to exceed \$500 a year for talented students to continue their work, preferably at the University of Minnesota in any field of music, but especially composition, instrumental or vocal music. Principal of the fund was given by Mrs. Oberhoffer in memory of her husband, one-time conductor of the Minneapolis Symphony Orchestra and earlier a member of the Minnesota faculty.

The Helen Dwan Prize, given in honor of the Minneapolis music student, is awarded annually to a junior or senior student of outstanding talents and progress. There is also an American Legion Scholarship and Loan fund for a music student, preferably a band member. Winner of the Oberhoffer prize last spring was Caroline Brown, pianist, and present holder of the Dwan prize is Paul Brissey of Burlington, Iowa, member of the staff of WLB and recently appointed concertmaster of the University Symphony Orchestra.

An interesting event of the first

Cont. on page 2, col. 2.

Nine Percent of Freshmen Found Needing Speech Helps

Entering Students Examined by Speech Clinic for First Time

Nine percent of the freshman students in the University of Minnesota are in need of the attentions of the speech clinic, Dr. Bryngel Bryngelson, clinic director, reported after more than 1,500 freshman men and women had been examined for speech effectiveness at the clinic during Freshman Week. The program was an innovation at Minnesota.

The total reported as having defective speech was larger, 16 percent, but Dr. Bryngelson indicated the smaller number as needing special help.

Four percent of the examinees were recommended for special remedial work on reading and spelling.

Of the total number examined, 109 were recommended to Charles Rock and Barbara Clark of the new Student Activities Bureau as persons indicating strong evidence of ability for leadership. This group will be encouraged to participate in organized student activities.

Twenty-four students were found by the tests to be hard of hearing, Bryngelson reported.

Speech defects identified in the tests were voice defects, poor articulation, stuttering and extreme dialect.

"This first attempt at getting at student needs for speech correction must be considered a success," Dr. Bryngelson said, "and we hope it may become a standard university procedure in the future. Finding these cases early in their college career should make correction easier and should contribute to their success in college."

ASTP Soldiers To Get Insignia

More than 100,000 soldiers participating in the Army Specialized Training Program at 209 colleges and universities in the United States will wear identifying shoulder-patch insignia, the War Department has announced. The insignia will depict the sword of valor against a lamp of knowledge. The sword and lamp are in dark blue on a yellow, octagon-shaped patch. Artists of the Quartermaster Corps and Special Service Division, Army Service Forces, collaborated in designing a series of insignia which would serve as the official emblem of the A.S.T.P. To learn the preference of soldiers in the program, a large number of soldier-trainees were invited to view several samples of proposed insignia. The pattern selected ran far ahead in popularity. The insignia will be distributed to the various units about November.

Rural Building Helps Offered

Scholarships of \$50 each have been awarded this fall to 15 farm boys who enroll for the newly organized Rural Builders' course at the Minnesota School of Agriculture, University Farm. J. O. Christianson, superintendent of the School of Agriculture, announced that farm boys 15 to 21 years of age are eligible for the Rural Builders' Scholarships. Applicants should have an "aptitude for farming and progressive farm management, coupled with a constructive bent," he said. The scholarships will be awarded for the fall term opening October 11.

A part of the regular curriculum in the School of Agriculture, the Rural Builders course, introduced this year, is designed to give technical training in planning and constructing structurally sound farm buildings. The course, to be taught by the Division of Agricultural Engineering, will cover three years of work of approximately six months each.

Applications for the rural builders' scholarships can be made to J. O. Christianson, superintendent, School of Agriculture, University Farm, St. Paul.

Louise M. Powell, Nurse Director, Dead

Louise M. Powell, first director of the University of Minnesota school of nursing, died Saturday, Oct. 9, in Staunton, Va., it has been learned.

Miss Powell was director at Minnesota from 1910 to 1924 and left to become dean of nursing at Western Reserve university. She trained at St. Luke's hospital, Richmond, Va., and Columbia university.

Powell hall, nurses' home on the university campus, is named for her.

Blakey on Fiscal Study

Roy G. Blakey, Professor of Economics at the University of Minnesota, has been given a year's leave of absence at the request of the Council of State Governments in order to represent the council on an informal committee whose function is to suggest and plan ways and means of coordinating federal and state fiscal systems or, at least, to remove as many existing conflicts as possible. The other two members of the committee are Messrs. Roy Blough of the U. S. Treasury Department and I. M. Labovitz of the Bureau of the Budget. Mr. Blakey's headquarters are at Chicago but his duties take him to Washington more or less frequently as well as to various states.

Convocations Are Attractive

Four convocation addresses remain in the series of eight that have been arranged by Malcolm M. Willey, vice-president for academic administration, for the fall quarter. President W. C. Coffey in his opening address to entering students, Lillian Gish, prominent star of screen and stage, W. T. Benda, the celebrated originator of unique masks and Dean Howard Higgins of Emerson College, Boston, are those who have appeared up to now.

On October 28 the student body and faculty will hear Joe Fisher, described as an adventurer, philosopher, lecturer and business man, who will speak on, "The Pacific Aflame." Fisher has visited most of the interesting spots in the Pacific areas now included in the war zone. He has also crossed the Kalahari desert.

Major Walter A. Wood, formerly stationed on the Minnesota campus, was to have spoken Nov. 4, describing his experiences as a mountain climber in Alaska, but the Arctic Information Center, to which he belonged, has been removed to New York. In his place M. W. Fodor, columnist of the Chicago Sun, has been engaged to speak at that time. Formerly a correspondent of wide experience and one who has broad knowledge of Balkan affairs, Mr. Fodor will discuss, "Plot and Counterplot in the Balkans."

The Hon. Edward J. Thye, governor of Minnesota, will make his first campus appearance as a convocation speaker on November 18, a Thursday that is sandwiched in between two others that happen this year to be holidays, Nov. 11, Armistice Day, and November 25, Thanksgiving.

Frederic Taubes, internationally-known American painter, will tell, "How to enjoy paintings" when he comes to the campus December 2. His paintings are found in many well-known collections and he has been a visiting professor of art and art appreciation at a number of colleges, including the University of Hawaii. Mr. Taubes is the author of several books on painting and its relationship to the observer.

Gideon Seymour, editorial editor of the Minneapolis Star-Journal, will deliver the fall quarter convocation address on Thursday, December 16. Mr. Seymour has been a newspaperman on many important news fronts throughout the world and has had a considerable period of service in Latin America for The Associated Press. A native of South Dakota, he has been employed on several of the periodicals controlled by the Cowles interest, which own The Star-Journal and Morning Tribune.

Staff on Leave for War Duties Now Reaches New High at 560

Heavy Teaching Programs on Campus Make Replacement of Most Necessary

Leaves of absence granted at the Board of Regents meetings of September 10, September 25, and October 2, 1943, totaled 62 new names and brought to a grand total of 560 the number of staff members who have left their positions at the University of Minnesota to serve either in the armed forces or in war-related governmental work. This total counts all leaves of absence granted since July 1, 1940, and includes all ranks both academic and non-academic, a report by President W. C. Coffey by Dr. Tracy F. Tyler shows.

Of the leaves granted, 454 were for service with the armed forces, 85 were for war-related service (largely with federal government agencies), seven were for positions with the American Red Cross, 10 were to enter the WAVES, one the WACS, two the women's auxiliary of the Marines, and one the SPARS.

Analysis of the staff members by rank showed that 282 were members of the regular academic staff, 171 were medical fellows either in the Twin Cities or Rochester, 24 were nurses from the University Hospitals, and 83 were members of the non-academic staff.

Most of these positions have had to be filled for the duration. Otherwise the University would be unable to discharge its functions to the thousands of members of the armed forces and other thousands of civilians whose training makes the University's work of vital importance to the war effort, it was pointed out. To make these replacements has increased the problems of the University administration.

'U' Leaders Emphasize Need For Language

A statement issued recently by representatives of twenty University of Minnesota departments, among them eight deans, upbraids the American high school for decreasing the amount of modern foreign language teaching "at the very moment when a global war is taking great numbers of young men and young women into other countries."

The general decrease in the study of modern foreign languages is called a "very serious situation in education in this country."

Spanish, it is pointed out, is the only modern language showing a healthy growth, while many schools have dropped the teaching of French, there is a decreased enrollment in German and little or no Italian is being taught.

On the part of those going overseas, it said "knowledge of these languages will be important for the war effort and for their own safety."

The report also declared that in the period of postwar rehabilitation language knowledge will be essential on the part of American workers, and compared the policy of the high schools with that of the Army, which is establishing special schools with languages as major subjects, to train young officers for the so-called "foreign-area program."

All of the signers are outstanding members of the faculty, making the document one of the most forceful pronouncements to emanate from the teaching staff in some time. All fields of knowledge are represented among the signers.

Deny Painting Stratford Red

The Bacon Society issued a statement today disassociating itself completely from "the disgraceful happenings" reported yesterday from Stratford-on-Avon, where the word "Bacon" was painted in red paint on the Shakespeare Memorial Theater, statues of Lady Macbeth and Hamlet daubed with red paint and other acts of vandalism committed Thursday night.

The statement said: "The society seeks by logical deduction from known facts to obtain consideration for the theory that Sir Francis Bacon was the author of the immortal plays attributed to William Shakespeare, and desires to express its indignation at such senseless action as that which is reported to have occurred."

Dr. L. S. Palmer Widely Known As Biochemist

Appointment of Dr. Leroy S. Palmer as chief of the division of agricultural biochemistry, already reported, continues in that post the line of able scientists most recently represented by the late Dr. Ross A. Gortner, whom Dr. Palmer succeeds. In more than 30 years of teaching and research at Minnesota and before that at the University of Missouri Dr. Palmer has earned an outstanding reputation in biochemistry, especially in the dairy science aspect of that field.

Dr. L. S. Palmer, professor of agricultural biochemistry at the University of Minnesota, has been named Chief in the Division of Agricultural Biochemistry by the Board of Regents of the University. In more than 30 years of research and teaching at the Universities of Missouri and Minnesota he has earned worldwide recognition as a biochemist, especially in the field of dairy science. For his work as a pioneer investigator in the chemistry of milk and milk production, Dr. Palmer was singled out in 1939 to be the first recipient of the Borden Award for distinguished service in dairy research. For many years he has been associate editor of the *Journal of Dairy Science*.

While Dr. Palmer's investigations have carried him into many of the broad phases of nutrition and vitamin values, his principal interest has been in such fields as the pigments of milk and butter, cause of butter defects and storage troubles, the physical and colloid chemistry of milk, and the churning process. He has carried out extensive research in animal nutrition, with stress on the mineral needs of dairy cattle and the relation of feeding to dairy production and quality. Since coming to University Farm in 1919, Dr. Palmer has directed the research of 19 students receiving the M. S. degree and 42 students receiving the Ph. D.

A native of Illinois, Mr. Palmer received his B. S., M. S., and Ph. D. degrees from the University of Missouri and served on the teaching and research staffs there from 1911 to 1919, where he established a research partnership with the late Dr. C. H. Eckles which carried over into many years of fruitful dairy research at Minnesota. As Chief in Biochemistry Dr. Palmer succeeds Rose Aiken Gortner, whose death occurred in September, 1942.

'U' Year Starts With Full Load

Cont. from page 1, col. 5.

meeting of the Board of Regents following start of the college year was presentation to the University by Fred B. Snyder, presiding officer of the board, of a large engraving showing the campus approximately as it was when he entered the institution in the late seventies.

A large building, no longer standing, which served agriculture and the mechanic arts is central in the picture, with "Old Main" showing at the right. Around the edge are vignettes of typical campus scenes, among them a group carrying on military drill and another of the old spring which once came to the surface in the grassy plot beyond the old law building, now Pattee Hall, occupied by the Institute of Child Welfare.

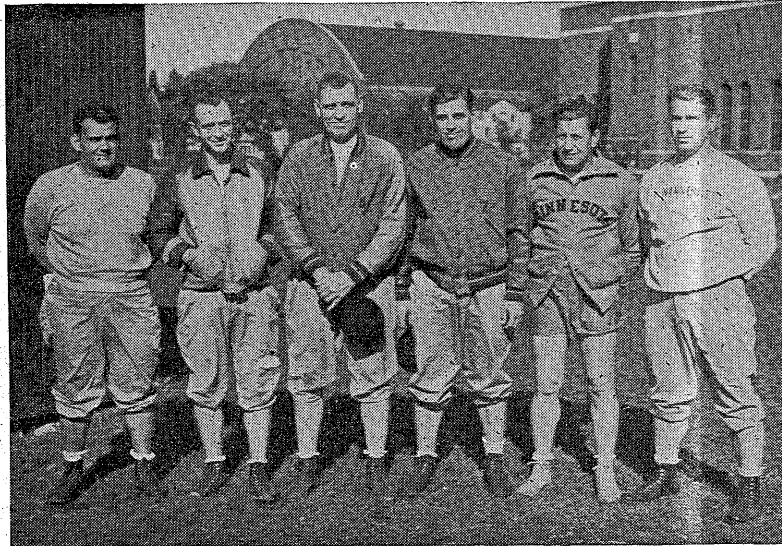
In making the presentation Mr. Snyder told how he obtained then President William Watts Folwell's permission to enter the institution in the high school phase of the work and was required to make up a condition in grammar before going into the junior year.

He told also that military drill was at that time conducted as an artillery company under a Lieut. Lundeen. Mr. Snyder said it was in part his pleasant recollections of those experiences that had led him to oppose the discontinuance of the compulsory feature of drill when that was abolished some ten years ago.

Tyler on Radio Council

Professor Tracy F. Tyler, College of Education, has been named first vice-president of the Minnesota Radio Council, in which he has been active from the time of its organization.

Staff That Coaches Gopher Football



Chief Specialist John Scafide (Navy), Lowell Dawson, Dr. George Hauser, Milt Bruhn, Sheldon Beise, Ensign Frank Patrick (Navy).

WPA Report Marks Finish Of 'U' Program

Between June 30, 1936 and February 1, 1943, when it was disbanded, the WPA paid \$2,475,662.92 to persons engaged as assistants on research projects at the University of Minnesota, employing an average of 350 workers during the peak of the program, it is shown in a recently issued final report. Dean Malcolm M. Willey wrote the introduction.

Minnesota was one of the first universities to assign WPA people to work on research projects, and while the personnel could not be described as researchers in the direct sense, they set up and tended equipment, made compilations, did photography, looked up references, catalogued books and engaged in scores of other activities. In some of these they greatly facilitated work already under way, while in others they made it possible to undertake projects that could not have been started under other circumstances.

Nearly all departments of the university used WPA workers to some extent, and even those that did not use them benefitted from such work as their book cataloging, assistance in hospitals and laboratories, and the like.

Aid to the individual, which was the primary purpose of the WPA program, was obvious, including as it did in so many cases, the preservation of self-respect and the conservation of a home. Also, many of the workers found private employment as time passed and the depression lightened, a circumstance which led to a fairly heavy turnover among those assigned to the University of Minnesota.

Founder of Mayo Research Dead

Dr. Louis B. Wilson, 76, director of Mayo foundation for 22 years and whose interests ranged from ballistics to photography, died in St. Mary's hospital, Rochester, last week. He had been ill several months.

Dr. Wilson went to Rochester in 1905 to establish and develop laboratories of what is now the Mayo clinic. At the time, he became the ninth member of the staff of a partnership of Dr. William Worrell Mayo, his two sons who later headed the clinic, and two other physicians.

He retired in 1937 and was named director emeritus of the clinic. During his service, he served as head of the section on pathology and professor of pathology of Mayo foundation.

Dr. Wilson, graduate of the University of Minnesota, was a teacher of biology at Central high school in St. Paul from 1886 to 1896 and from 1896 to 1905 was assistant director of the bacteriological laboratory of Minnesota state board of health and assistant professor of pathology and bacteriology at University of Minnesota.

During the first World war, he served as major in the medical corps as assistant director of the laboratory division of the AEF. Later he was promoted to colonel and was given the distinguished service medal.

Besides his hobbies as a photographer and horticulturist, Dr. Wilson was a consultant on ballistics for the army. He had a 200-yard rifle range at his home where he conducted experiments.

Basketball Practice Begun

Carl Nordly, Minnesota head basketball coach, has begun meeting a squad of about 70 players, mostly freshmen and V-12 boys, among whom are no returning lettermen whatever and only three players who were on the squad last year, these being Robert Adams, Arnold (Butz) Lehrman and Marshall Cederstrand.

These three, however, will make a competent nucleus of the new squad, with the aid of three boys from last year's freshman squad, namely, Bill Inglis of Redwood Falls, Paul and Matt Sutton of Minneapolis Washburn, both now out for football, and Gordon Emerson of Spring Valley, Wis. Duane Baglien, now out for football, came to Minnesota as a star basketball forward.

Nordly is facing a twenty-one game schedule that will include a home and home pair of games with Great Lakes and an early season game here with the Iowa Seahawks. There will also be a home and home arrangement with Nebraska and pre-season games at Minneapolis with St. Thomas, the opener, Dec. 4; the University of South Dakota and Iowa State.

Dave MacMillan will be Nordly's assistant this season, there being no freshman basketball.

Nordly will handle the men in two large squads for the opening practice period, with a good deal of scrimmage to enable all candidates to show what they have, after which the remaining men will be combined into a single squad.

Department Given Music Manuscripts

Original manuscripts of the musical compositions and of essays on music by her father, the late Domenico Brescia, have been given to the library of the University of Minnesota department of music by Mrs. Robert Penn Warren, whose husband is a member of the English faculty. Professor Paul Oberg, head of the music department, said he found especial interest in a musical composition, "A Gensis of the Fugue" and in essays dealing with musical esthetics, together with several of Brescia's popular songs.

The manuscripts are among the first original musical documents ever received by the music library, which would welcome many more.

Professor Brescia, who died in Oakland, Cal., in 1939, was born in Trieste and educated at the University of Bologna. En route to America he spent some time in South America, and many of his popular songs are flavored by the music of Latin America.

Professor Robert Penn Warren and Mrs. Warren came to Minnesota last fall from Louisiana State University. He was formerly editor of *The Southern Review*, and is a well-known author of stories with settings in the deep south.

'U' Teaches Japanese Tongue

The Center for Continuation Study on the university campus has now been turned over to the Army, which is conducting there a course in Foreign Area and Language Study as part of the Army Specialized Training Program. The boys are studying the oriental area and the Japanese language. Five of the language instructors are Japanese-Americans. Another Foreign Area and Language Unit house at University Farm is studying the European area, and north European languages.

Teacher Shortage Called Serious

Minnesota was short 2,000 teachers this year and the shortage will grow progressively worse unless more young people enter training for teaching, says a statement prepared by the College of Education in the University of Minnesota.

Attention is called to the fact that teachers' salaries are on the upgrade, the example given being that beginning teachers graduated from the college last year started at from \$120 to \$170 per month.

Recent estimates based on a study of 43 states indicate that there will be a potential shortage of 75,000 teachers in the elementary and secondary schools of the nation next year. An acute demand exists in every field but especially for teachers in such fields as health and physical education, mathematics and science, industrial arts and home economics, vocational agriculture, English and social studies (history, geography), typing and business courses, guidance and personnel work, and elementary teaching.

Present war needs demand that more and better trained youth come up through the elementary, junior, and senior high schools with the skills and abilities needed in war production and technical jobs in the Army, Navy and Air Corps.

The post-war period will place a heavy burden upon the schools of the nation in assisting returning soldiers to complete educational courses cut short by entrance into military service. A marked rise in elementary school and college enrollments is forecast for the period following the war. It is expected that more and better teachers than ever will be needed to care for expanded enrollments at all levels from nursery school through adult education.

More jobs in teaching exist now than can be filled with the present supply of trained teachers. This year in Minnesota alone over 18 industrial arts shops are closed because of the lack of available teachers. In certain schools, some of the classes in science and mathematics were cancelled because no teachers were available.

Parity Pricing Not a Cure-All

Parity prices "are not exact measurements of justice" but rough indicators of price relationships, Dr. O. B. Jesness, chief of the division of agricultural economics, University of Minnesota, said recently.

Speaking before the financial section of American Life convention, Dr. Jesness said "the enlarged market for farm products has had a beneficial effect on farm prices," but "parity prices have come to be worshipped as though they were a God-given right to which farmers are entitled without question."

Turning to wage and profits control, he asserted "the purpose of price, wage and profit control is to keep inflation from getting out of hand."

"Farmers and workers ought to recall the experiences of the last war with sufficient clarity to make them want to shun inflation like deadly poison."

"In the last war many were able to enjoy the exhilarating intoxication of an inflationary binge because, not having experienced the remorse and sick headaches of the deflationary morning after, they had an anticipatory dread of consequences."

"Unfortunately, we still seem to hope while the prices of others are held in check, our own will be permitted to head for the stratosphere."

Studies Home Economics in War

"The Adjustment of College Courses in Home Economics to Wartime Conditions and Needs," is being studied by a national committee of which Clara M. Brown, professor of home economics education, University of Minnesota, is chairman. The report will be published by the United States Office of Education as one of a series on "Adjustment of the College Curriculum to Wartime Conditions and Needs." Copies of the published report are to be distributed to all of the colleges of the nation. Miss Brown has also been selected to address the annual meeting of the Land Grant College Association in Chicago, Oct. 26, when her topic will be, "Criteria for the evaluation of home economics in liberal arts colleges."

Speed Sought On Army-Navy College Tests

Young men of the ages 17 to 21 inclusive who are recent high school graduates or who will be graduated by March 1, next, are eligible for the second qualifying test for admission to the Army Specialized Training Program and the Navy College Program V-12 which will be given throughout the nation on November 9.

Plans for the tests have been announced by Gordon V. Anderson, head of the University of Minnesota Counseling Bureau, who will administer them. Application blanks may be obtained on the campus or at all high schools and colleges throughout the state, and the tests will be given at most of these institutions as well as at the University of Minnesota. Applications should be obtained and filled out as soon as possible, so that materials may be ordered.

The two programs are those which enable men of draft age to enter colleges to which they will be assigned by the armed services. Various programs of instruction in college running from about 36 weeks to three years are included in the two programs, among them engineering, pre-medicine, pre-dentistry, foreign area and language study, personnel psychology and others. College men within the age limits, as well as high school graduates and seniors, are eligible.

The same examination will be taken by both Army and Navy candidates. The examination is designed to test the aptitude and general knowledge required for the program of college training, and all qualified students are urged to take the test. At the time of the test each candidate will be given a choice of service preference, but taking the test does not obligate the candidate to enlist in the service.

The Army Specialized Training Program and the Navy College Program enable students to continue academic training at government expense following induction into the armed services. Successful completion of the prescribed courses may, following further officer training, lead to a commission in the Army or the Navy.

Those selected for the Army will, after further screening and basic military training, be sent to college. Students chosen for the Navy Program, after selection by the Office of Naval Officer Procurement, will be detailed directly to college. Students who attend college under either of the programs will be under military discipline on active duty in uniform with pay. All expenses including tuition, food, housing, books, and uniforms will be paid by the Army or the Navy.

War Department Comment

The War Department, in a special release, made the following further comments:

Seventeen-year-olds who designate Army preference and qualify on the test are offered military scholarships in the Army Specialized Training Reserve Program. They receive training at a selected college on inactive duty until the end of the term in which they reach their 18th birthday. At that time they are placed on active duty, uniformed, and sent to an Army installation for basic military training after which, if still qualified, they are placed in the Army Specialized Training Program.

Those who are over 17 years of age, but will not become 22 before March 1, 1944, and who qualify on the November 9 test and designate Army preference are earmarked for special consideration for the Army Specialized Training Program after induction. In this program they serve as soldiers on active duty in uniform with pay under military discipline. They are assigned to colleges in the Army Specialized Training Program and the Army pays all expenses including tuition, fees, housing, food.

Those who will be between 17 and 19 years old inclusive by March 1, 1944, may express a preference for the Navy, Marine Corps or Coast Guard. If they qualify on the November 9 test they will be asked to report to offices of Naval Officer Procurement for a physical examination and personal interview. On the basis of the test, the physical examination, the personal interview and the student's scholastic record a committee composed of an educator, a representative civilian and a Naval officer attached to each procurement office will select in-

Plan Certificates For A.S.T.P. Men

Certificates will be awarded to all soldiers who successfully complete their prescribed work in the Army Specialized Training Program at colleges and universities, the War Department announced today.

The purpose of the A.S.T.P., which is administered by the Army Specialized Training Division, is to prepare qualified soldiers for the most advanced military duties they are capable of performing in specialized fields vitally needed by the various arms and services. In the opinion of the A.S.T.P. Advisory Committee, comprised of presidents of ten leading colleges and universities, all A.S.T.P. academic work is at the college level. It is anticipated, therefore, that appropriate college credits will be granted, enabling the soldier-trainee to complete his work for a college degree if he returns to college as a civilian after the termination of his military service.

True E. Pettengill, acting director of admissions, said that the Administrative Committee of the senate at Minnesota had taken the following action with respect to postwar credits:

"It is recommended that—for a student resuming college work his educational record in the armed services be reviewed and credit allowed to the extent that such educational experience is the equivalent of courses offered by the school or college in which he registers."

The certificate, eight by ten inches in size, will list the curriculum number in which the soldier performed his work, the number of terms completed, and the date the training was completed.

The certificate will be signed by the appropriate authority at the college attended and by the Commandant of the Army Specialized Training Unit at that college. It will be issued to the soldier by the Commandant of the institution in which the soldier is stationed at the time of his final separation from the A.S.T.P. Certificates will be executed and forwarded to all enlisted men who have already successfully completed their work in the A.S.T.P.

The record of the soldier's performance will be available at the university, on request by appropriate authority, for the purpose of determining his academic credit.

Products Control Short Course Topic

The War Production Board in cooperation with the University of Minnesota's School of Business Administration conducted an eight day, intensive course in statistical control of the quality of manufactured products, starting Oct. 2. The course was financed by WPB, was for the benefit of people assigned to attend by manufacturers in the Twin City area.

A former Minnesota faculty member, Dr. Holbrook Working of the office of production research and development, War Production Board, directed the course. He is on leave from Stanford.

Among others who lectured were three from the university, Prof. Bruce Mudgett, Prof. Richard L. Kozelka, and Prof. Everett Laitala of mechanical engineering; also W. Edward Deming, United States Bureau of the Census; Dr. Hugh N. Smallwood, United States Rubber Co., Eau Claire, Wis.; Dr. Paul Peach, U. S. Rubber Co.; Dr. John M. Anderson, Minneapolis-Honeywell Heat Regulator Co.

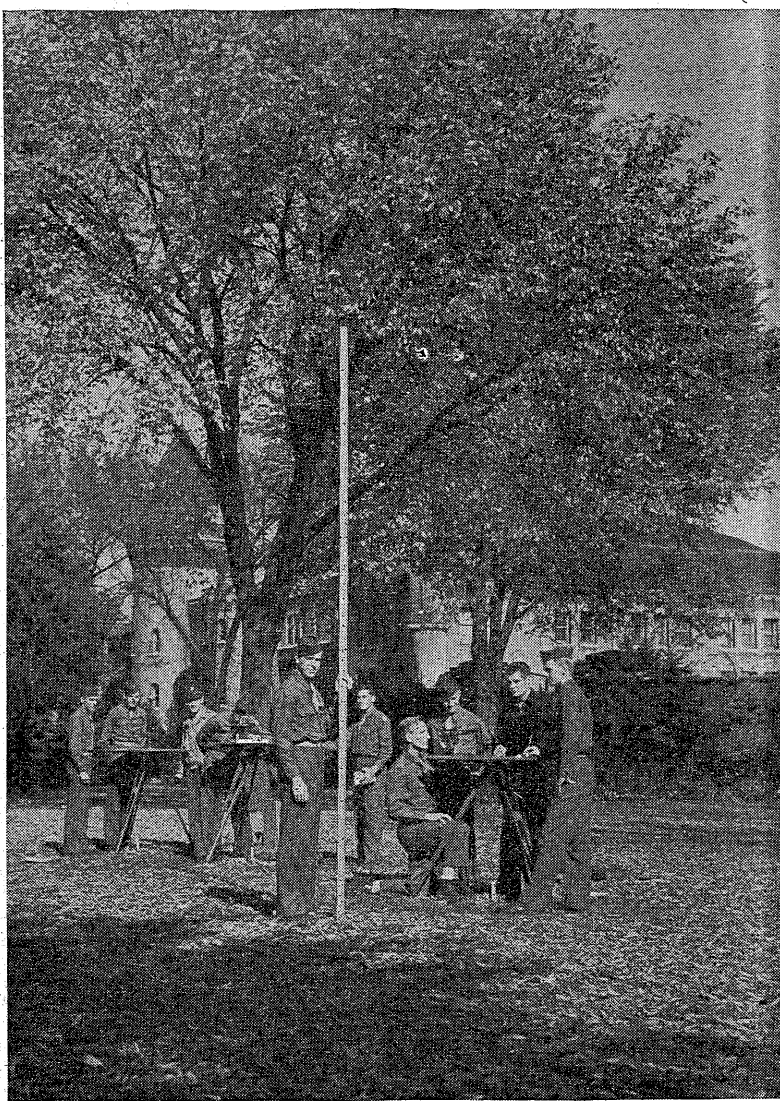
Meetings were in Vincent Hall, School of Business Administration building.

Individuals for the Navy College Program.

Those selected for the Navy Program may express a preference for colleges on the Navy list of contract institutions and the course of study they would like to pursue. Assignment to college and course of study, however, ultimately will be determined by the needs of the service. All students in the Navy College Program will be on active duty in uniform with pay under military discipline. The Navy pays all expenses, including tuition, housing, food — everything but personal items.

All students may obtain full information on the tests from their school or college administrative officers who have received copies of the pamphlet, "Qualifying Test for Civilians," prepared by the War and Navy Departments and distributed by the United States Office of Education. School and college officials have been requested to distribute copies of this

Army Civil Engineers at Work



Men in the advanced engineering group of the Army Specialized Training Program carry on a surveying task on the campus.

Faculty Books On Select List

Two books by University of Minnesota faculty members are on the list of sixty educational books of 1942 appearing in the May issue, *Journal of the National Education Association* and also in *School & Society*. They are "Teaching the Social Studies" by Edgar B. Wesley and "Trade and Job Analysis," by Lt. Col. Verne C. Fryklund, now on leave.

Other books by Minnesotans in a list of the year's books on education published in *School & Society* are the following: "Some Problems of Minnesota Rural Youth," by Lowry Nelson, Donald Mitchell and Ernst Jacobson; "The Mental Growth of Children from Two to Fourteen Years," by Florence Goodenough and K. M. Maurer; Report of the Curriculum Institute, Center for Continuation Study; "Progressive Methods of Teaching in Secondary Schools," Nelson L. Bossing; "I Prove Your Reading," by F. O. Triggs; "Student Personnel Problems," by C. Gilbert Wrenn and Reginald Bell; and "The Conceptual Structure of Educational Research," by T. R. McConnell, D. E. Scates and F. N. Freeman.

pamphlet to interested students who will find an outline of both services' programs, requirements and procedures. The back cover of this pamphlet is in the form of a detachable application which candidates for the tests will fill in and hand to the administrative official of the school or college in charge of the tests. Students may express a choice of either Army or Navy on this form.

In a joint letter to all high schools, preparatory schools, colleges and universities, Rear Admiral Randall Jacobs, U.S.N., the Chief of Naval Personnel; Brig. General Joe N. Dalton, Director of Personnel, Army Service Forces, and Dr. John W. Studebaker, United States Commissioner of Education, outlined the procedure for students desiring to take the test on November 9 and the procedure to be followed by the school officials who will administer the tests. Male students at present enrolled in the last term of their senior year of high school or preparatory school will form the largest group of prospective candidates for the Army and Navy programs. Male graduates of high school or preparatory school also are eligible, as are male students attending accredited colleges and universities who are not now enrolled in any service program. All candidates must be between the ages of 17 and 22 years.

Chaplains Advise Men in Service

"Chats" is impressed by the leaflet, "A Greeting from Your Chaplain" which is given to boys inducted into the Army. It is succinct, dignified and sensible. Under the title, "Helpful Hints to Service Men," this leaflet says: **Keep Contact with Your Homes** Write regularly and keep your parents informed as to yourself and your work. Letters from home will encourage you to "go straight" and aid you in making your career in the Army and Navy a most successful one. An occasional letter to your Pastor back home will also be deeply appreciated.

Keep Contact with the Church Cultivate the friendship of your Chaplain and faithfully attend all the religious services arranged by him for your spiritual welfare. Our government commissions Chaplains because it believes every good soldier needs the ministry of the Church. The religious soldier serves his country best and can be relied upon to do men of our Army and Navy at any and all of their gatherings.

Watch Your Personal Appearance Establish for yourself a reputation for cleanliness, neatness and military bearing. Thereby you will attract the attention of your superiors and, chances are, that you may be a candidate for promotion. A snappy salute is a sign of good breeding.

Select Your Companions Carefully Many a fine young recruit, by getting mixed up with the wrong crowd, has not only ruined his character, but also destroyed his soul. Select your friends and companions from among those who attend Sunday School and the Chapel services. Watch out for the "spoilors" in the Service.

Live a Morally Clean Life It can be done inside as well as outside the Service. God wants you to live a pure and holy life. He gives you the power to do so. By studying His Word and by his full duty.

Honor the Uniform Like the flag it is the symbol of your country. So live and walk that those on the outside will have every respect for all in the military service and be happy and proud to welcome the uniformed calling upon Him in prayer you can secure his assistance of heaven and successfully overcome every temptation to impurity. Shun obscene licentious reading matter and all dirty stories. Keep your military record clean.

Dismiss Thoughts of Marriage As a Private Regulations forbid a soldier to marry, except by special permission. Abide by regulations. Your

How Ma and Pa Read the Weekly Shown by Barnhart

A study of the reading habits of subscribers to the Springfield (Minnesota) Advance-Press was carried on during the past summer by Thomas F. Barnhart, professor in the School of Journalism, which reveals authoritatively many facts about the relationship between the resident of a small city and his local newspaper.

It was shown, for example, that men devote from four to 120 minutes reading the weekly paper, with the largest numbers devoting 30, 45 or 60 minutes to it. Among women the scale of time devoted is about the same, with nearly half of them spending an hour a week on the paper.

It was also shown that most people who subscribe to a weekly paper keep it a week, which reflects creditably upon the logicalness of Minnesota folk. Yet, so much store is set by the paper that several subscribers said they kept their copies from 22 days to one year.

Relatively few subscribers look at a weekly paper only once. Twice and three times is not uncommon and a few pick it up more than four times.

With respect to news and advertising, other interesting facts were brought out. One hundred percent of subscribers read front page news. In other categories, except sports and actual editorials, as differentiated from editorial page matter, women "outread" their menfolk. In personal news, women read in the ratio of 98 to 78 for men, and in society news they lead, again 98 to 54. In sports news, as might be expected, the men lead the women 68 instances to 33, but in rural correspondence the women come roaring back to win by 74 to 41. More women read something on the editorial page than men, but 67 men read editorials to 48 women who do.

In advertising categories about 85 percent of the men can be counted on to read some of the copy, and 94 percent of the women do so. Classified advertising runs high in popularity with both sexes, almost the same 88 percent for men and 91 for women. But in department store, food, drug and clothing categories the women have a clear lead.

One seemingly strange item was that only 31 percent of the women said they read women's apparel advertising, while 16 percent of men read the same. Seemingly the women know what they want in advance. Furniture advertisements attracted nearly as many men as women, 23 percent of men saying they read them; 29 percent of women.

The interviews were made mostly by local volunteer helpers in Springfield. Professor Barnhart did the first 20 interviews to set the pace, and the volunteers then carried on. The marked papers were returned to the Minnesota department offices, where Barnhart and assistants made the tabulations.

Dads Day Is "Briefed"

Although traditional Dad's Day festivities, including the usual Dad's Day dinner, were discontinued this year at the University of Minnesota. The Minnesota Dads Association met in the cafeteria of Coffman Memorial Union directly after the Camp Grant football game. President W. C. Coffey made a brief talk. Officers of the association were elected.

salary is not adequate to provide for a wife and children. Certainly you would not want the girl you love to suffer want and hunger. Postpone marriage until your income is sufficient to establish and maintain a home.

Be a Courageous Soldier of the Lord Jesus Christ

Let your buddies know that you are a sincere Christian. Witness for the dear Saviour wherever the opportunity presents itself. Thereby you may win some lost soul for Christ. Carry your New Testament with you and read a portion of it daily. Do not let Satan cut your prayer-line to heaven. Invite and take others with you to Sunday School and Chapel Services. Be true to the best Friend you have on earth and He will be true to you and bless you beyond your fondest hopes and expectations.

Occupy your spare time in some useful manner. Improve your leisure time by study. For suggestions consult your Chaplain. A habit of this kind will prove to be of great personal benefit. Temptations to do wrong pass by the soldier who keeps himself busy doing things worth while

War Training Program Runs Smoothly at Minnesota

Cont. from page 1, col. 1.

type along with the courses at the college level. These are the U. S. Naval Training School (electrical); U. S. Naval Training School (mechanical) and a smaller contingent in training to become Navy cooks and bakers. The Naval Training School (electrical) was the first naval program established at Minnesota except for the Naval ROTC, whose first class had entered in the fall of 1939 and from which the first graduation took place last June. The present senior class is the second from which men will enter the Navy as officers.

In the Naval College Training Program the engineering work is divided, as by the Army, into the basic group of high school graduates carefully picked on the basis of last spring's examination and the advanced engineers, who are proceeding at an accelerated rate with approximately the study programs in engineering they would have pursued in peacetime. The freshman program, carefully prescribed by the Navy, covers one and a half peacetime academic years of work in one calendar year, and by next March present first year men will be ready to enter a prescribed sophomore program in engineering. As the men who were already in advanced engineering when the program began last July complete their work and leave, the prescribed Navy program will gradually come to include all students in engineering, assuming the war's continuance.

On the Minnesota campus the Navy also has men in medicine and dentistry, both of these courses being the same as peacetime courses, except for acceleration, and men in pre-medicine and pre-dentistry.

For the present the Navy also has a group of advanced business students, men formerly in V-7 before the entire program was designated V-12. Continuance of this program has not been announced after the present group has completed its work.

Men in the Training School (mechanical) do part of their work in the Engineering building at University Farm, part in the Experimental Engineering building and part in the Oak Street Laboratories, just off the campus. Like those in electrical, these men go through an intensive sixteen weeks course and from it, to duty with ships or in shore installations of the Navy. They are given a thorough familiarity with all types of engines, both steam and internal combustion. They become power plant operators and operate and maintain below-decks machinery, such as, for example, the propellers. They see service in every type of craft. Some of the members of these technical classes have returned to visit the school wearing campaign ribbons.

Dr. M. E. Knapp Honored

Doctor Miland E. Knapp, clinical assistant professor of physical therapy, has recently been named president elect of the American Congress of Physical Therapy.

Great Future Value of Minnesota Forests Cited in Amidon Report

Big new developments in use of wood offer Minnesota an opportunity to expand its forest products industries, if proper management of the state's forest resources is instituted to guarantee a continued supply of timber.

This was the promise issued by George Amidon, forester of the United States forest service Lake States experiment station, formerly with the Minnesota division of forestry.

His analysis of Minnesota's forest situation is contained in an article distributed by the forest industries information committee.

"The future economic status of the people of northern Minnesota will be determined largely by the efforts made to insure continued production of the forest resource," Amidon said.

"Within the past few years wood has again become recognized as one of our most useful basic raw materials. It is estimated that in 1943 a greater quantity of wood will be used in the war program than steel."

He said new developments in plywood, veneers, laminated wood and "plastic" wood "give great promise of expanded future usefulness in the manufacture of many articles. The place of wood in the postwar world seems assured."

The war, Amidon declared, has affected Minnesota's forest prob-

Pre-Induction Work Recognized

Civilian pre-induction training will become part of the individual's military record when he is inducted into the Army, it was announced today by the War Department.

The selectee's pre-induction training experience will be entered upon his personal qualification card, which records his military qualifications and career and follows him throughout his service.

Recognition is thus given by the Army to the work of the thousands of schools which are providing pre-induction vocational courses. It also assures the inductee that the occupational instruction he has already received will be given consideration when he is classified and assigned to duty.

Classification and assignment officers will record pre-induction training in the following subjects: fundamentals of electricity, shopwork, machines, radio, automotive mechanics, radio code practice, Army clerical procedures, driver education, telephone and telegraph communications, airplane mechanics, and such other courses as may be sponsored in the future by the Civilian Pre-Induction Training Branch, Industrial Personnel Division, Army Service Forces. Several thousand high schools, secondary schools, vocational schools, trade schools and other civilian training agencies are now affording pre-induction courses in these subjects to students in the 16-17 year-old age group.

The program was developed by the Industrial Personnel Division, Army Service Forces, in cooperation with the United States Office of Education and participation in it by either schools or students is entirely voluntary.

Approximately 600,000 prospective inductees were enrolled last year in pre-induction training courses, according to Merwin M. Peake, Director of the Civilian Pre-Induction Training Branch. Students who take such courses build a valuable basis for Army specialist training after their induction.

"At the present time," Mr. Peake said, "900 out of every 1,000 men inducted must fill Army jobs requiring specialized training, as compared to but 630 men in every 1,000 only one year ago. In stressing vocational training, the War Department also emphasizes the great importance of basic education, especially in the fields of mathematics, English and social studies, as preparation for Army life.

"All men entering the Army should know why we are at war, be competent in basic mathematics and English, learn in advance what Army life is like, and be physically fit. Schools and other civilian training agencies can promote the nation's war effort by providing potential Army inductees with training in these fields."

Increase in Dry Milk Output Seen

Large increases in the output of dried milk from Minnesota farms and processing plants is the goal of a series of conferences now being held in the state. Local sponsors are being invited to consider quick conversion of existing dairy plants to drying milk or promotion of new plants where conditions warrant. The U. S. Department of Agriculture, seeking enormous expansion of milk drying plants to produce milk solids for export into war zones, is ready to give financial backing.

Minnesota has been chosen as the source for 20 per cent or more of the total national increase in dried milk. This state has been singled out to lead the way because much of its dairy output is still in the form of butter, and a large volume of skim milk has been going for livestock feed. Since a total increase in dairy production is not held practicable, the plan is to get the needed extra milk products by diverting this skim milk for processing as human food.

Two Minnesota areas have been designated as most likely to supply the needed milk. The northern area includes the counties of Otter Tail, Becker, Wadena, Todd, Douglas, Stearns, Hubbard and Polk. A southern area includes Wabasha, Goodhue, Olmsted, Waseca, Steele, Winona, Houston, Fillmore, Mower and Dodge.

In a series of conferences being held with boards of directors of creameries and civic leaders in these areas, representatives of the U. S. Department of Agriculture are inviting local leadership to sponsor dry milk expansion. Working with Washington men in presenting the case for dry milk are W. H. Dankers, extension marketing specialist, and Fred Koller, agricultural economist, both of the University of Minnesota staff. Burton Baker represents the dairy and poultry branch of FDA and Hermon I. Miller represents the federal extension service.

Locations for plant expansion or new plants will depend on potential milk supply, trackage and road location, and availability of local leadership. Sponsorship must be local and built around an active cooperative creamery or a network of creameries that can supply a central plant. The government is underwriting approved expansion projects under provisions calling for local management and operation and opportunity to local leasing groups of purchasing the plants after the war production emergency.

This represents the second phase of dried milk expansion in Minnesota. Already the drying capacity in the Twin City area and counties to the north is such that a large proportion of the milk available is being directed into processing channels for human food.

Dean Theo. C. Blegen Given Leave for Year

Leave of one year for Dean Theodore C. Blegen of the Graduate School, during which he will perform special war service, was announced Tuesday by President Walter C. Coffey. Dean Blegen will leave Oct. 1 for Washington where he will direct an important part of the educational program of the Special Services Division, United States Army, on behalf of the American Historical Association. Dean Blegen's leave will extend to June 30, 1944.

PROTECT YOUR HOME FROM TUBERCULOSIS



BUY and USE Christmas Seals

MINNESOTA CHATS

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War Output No Cue to Peace Filipetti Says

Unprecedented production of industrial equipment does not mean, necessarily, that our peacetime production is going to be expanded in like proportion says Dr. George Filipetti, professor in the University of Minnesota's School of Business Administration in his new book "Industrial Production in Time of War."

"Much of the wartime equipment will be unusable for peacetime goods and will be scrapped," he points out. "On the other hand, much of the pre-war industrial equipment, set aside or stored temporarily because it could not be adapted to war production, will not be brought back into production. New products, new materials, and new methods of production will make some of that peacetime machinery as unusable as the machines that are now producing war goods."

War time developments in simplification, standardization and the economies that result from these, however, will undoubtedly be carried over into the time of peace, Professor Filipetti points out in his chapter on "Post-war Production." With war-created shortages affecting 130,000,000 people there will be a vast pent-up demand for both nondurable and durable goods for the consumer and, also, for producer goods in many fields. Large areas of the world will need rebuilding, which will swell industrial demand.

He believes that some of the newer and expanded industrial areas will continue to thrive after making changes within themselves necessary to the permanence of the industrial set-up, while others will prove to be temporary and will revert to the status of ghost towns.

The post-war industrial problem probably will stand out in its true proportions some fifteen years or so after the war, when shortages created by destruction have been made up, as will the production of new equipment with which the peacetime demand will have been met. For all purposes there will be a vast, newly-trained supply of labor both men and women.

Of post-war industry he says further:

"Many new developments seemingly capable of being used in times of peace, are being produced and tested in the crucible of war. Some of these may, with little change, be adapted to postwar uses; others, with sufficient study, will also be usable; others may need to be scrapped.—Transportation will be possible at greater heights with greater speed and comfort and possibly lower costs; new developments in food, clothing and cloth fibers, in materials, processing and machines are all being rushed along."

With respect to new materials he quotes C.M.A. Stine of the Dupont company as saying that war is compressing into a few months developments that otherwise would have required half a century.

That many industrial processes and materials will be obtained through seizures by the alien property custodian is pointed out. Greatly expanded efforts and results in reclamation of materials will be another lasting result of the war, he shows.

"Under the stimulus of war," he points out, "the cast-off nylon stockings collected as scrap are not having the strands removed to be made up into other products but the nylon itself is being reconverted into the two original chemicals out of which it is made and these are recombined into new nylon."

Persons who look for a huge spending spree when the war is over may be fooled if people, instead of buying like mad, are afraid of a postwar let-down and husband their money to be able to meet such a possibility, said

Navy Big Aid In Football

Minnesota's 1943 football program is deeply indebted to the United States Navy. Not only are many of the Gophers' best players of the current year Navy men, but two members of the coaching staff are members of the "Ship's company" assigned to the campus in connection with the service physical education program.

Twenty-one members of the 1943 squad are drawn either from the V-12 program or from the U. S. Naval Training School (Electrical), which contributes two of the very reliable members of the team, Stu Scheer of Lafayette, Ind., regular right end, and Hoyt Moncrief of Monroe, La., starting fullback.

Ed Lechner, starting guard and Minnesota veteran lineman, is a V-12er in the School of Dentistry, where he rates as a junior, and both Paul and Matt Sutton, halfbacks from Washburn high school, though not brothers, are in the Navy now, also V-12.

Bob Granum, quarterback and Duane Baglien of Fargo, one of the better halfback substitutes, are others from the V-12 group, and so are Richard Lee of Northfield, end; Rube Juster of Minneapolis, tackle; Dick Leversee of Seattle, end; and Brick Waldron, transfer from Michigan, one of several sound fullback candidates behind Moncrief. Henry Weber of St. Paul, high on the list of substitute guards, is another in this category.

Most notable V-12 man on the team, perhaps, is the veteran Bill Garnaas, first-string quarterback and All-American possibility in that position.

To complete the listing of Navy men from V-12 there are Dick Nelson, John Geist, Bud Conley, Art Der Derian, promising end from Detroit, Mich.; Howard Langpap, a good tackle, Don Fergen, Tom Cates, Tom Reinhardt and Carl Selmer.

Ensign Frank Patrick of the Ship's Company, who helps with the backfield, was an All-American fullback at Pittsburgh in the days of its greatness and Chief Specialist John Scaife of New Orleans was a member of the famous Tulane teams on which Red Dawson played. He was graduated in 1932 after making a great record as a guard.

Minnesota thinks that for a freshman institution it and the Navy are getting along together pretty well.

Would Have Service Men Finish Studies

In view of the current strong interest in postwar educational plans for men in the armed services, importance attaches to a recent statement by Senator Walter F. George of Georgia, chairman of the Senate finance committee.

A news dispatch quotes Senator George as pointing out that many young men in the armed services have interrupted their educations. Senator George said he favored Congress working out a comprehensive program under which the men in the armed services, at least the younger ones, will be assured of at least their base pay for a sufficient time after the war to resume and complete their educations.

Dr. Filipetti. Of post-war reconversion to peacetime products he said, "No one is yet able to say whether our capital equipment in the form of usable industrial machines may not be less after the war than it was before, since much of the pre-war machinery that has been greased and put in storage may be of no use in the post-war period. New raw materials, new finished products and new techniques of processing will probably make much of that machinery obsolete at the same time that much of the war machinery is proving itself unsuited for the processing of peacetime goods."

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Allocation Of Medical Men National Job

Dean Harold S. Diehl Describes Work on Major Subdivision of WMC

As a member of the directing board, Procurement and Assignment Service for Physicians, Dentists and Veterinarians of the War Manpower Commission, Dr. Harold S. Diehl, dean of the medical sciences, University of Minnesota, has played a leading part in the difficult task of both procuring skilled health workers on the professional level for the armed services and stretching the remaining personnel in these fields to try to meet the multiform demands of the civilian population, war establishments, hospitals and public health services.

In what follows, Minnesota Chats presents parts of a statement by Dr. Diehl in which the work of the Procurement and Assignment Service was described.

On meeting civilian medical needs he said:

The problems of civilian medical care are becoming increasingly acute as more and more physicians are taken into the armed forces. This country has more physicians in relation to population than any other country in the world, and there will be plenty available to provide essential, though not luxury, medical services for both the armed forces and for the civilian population if their services are properly distributed and utilized economically and efficiently. At the beginning of the war, there was approximately one effective private practitioner of medicine to every 1022 persons in the United States. At the end of 1942 this figure had changed to one to 1361, and by the end of 1943, it will be approximately one to 1500. It is reported that England has one physician to approximately 230 persons in the armed forces and one physician to 2700 in the civilian population. In this country the corresponding figures early this year were approximately one to 150 for the armed forces and one to 1400 for the civilian population. Germany is said to have approximately one physician to 12,000 population. From this one can only conclude that the United States is relatively well off in terms of medical care both for the civilian population and for the armed forces.

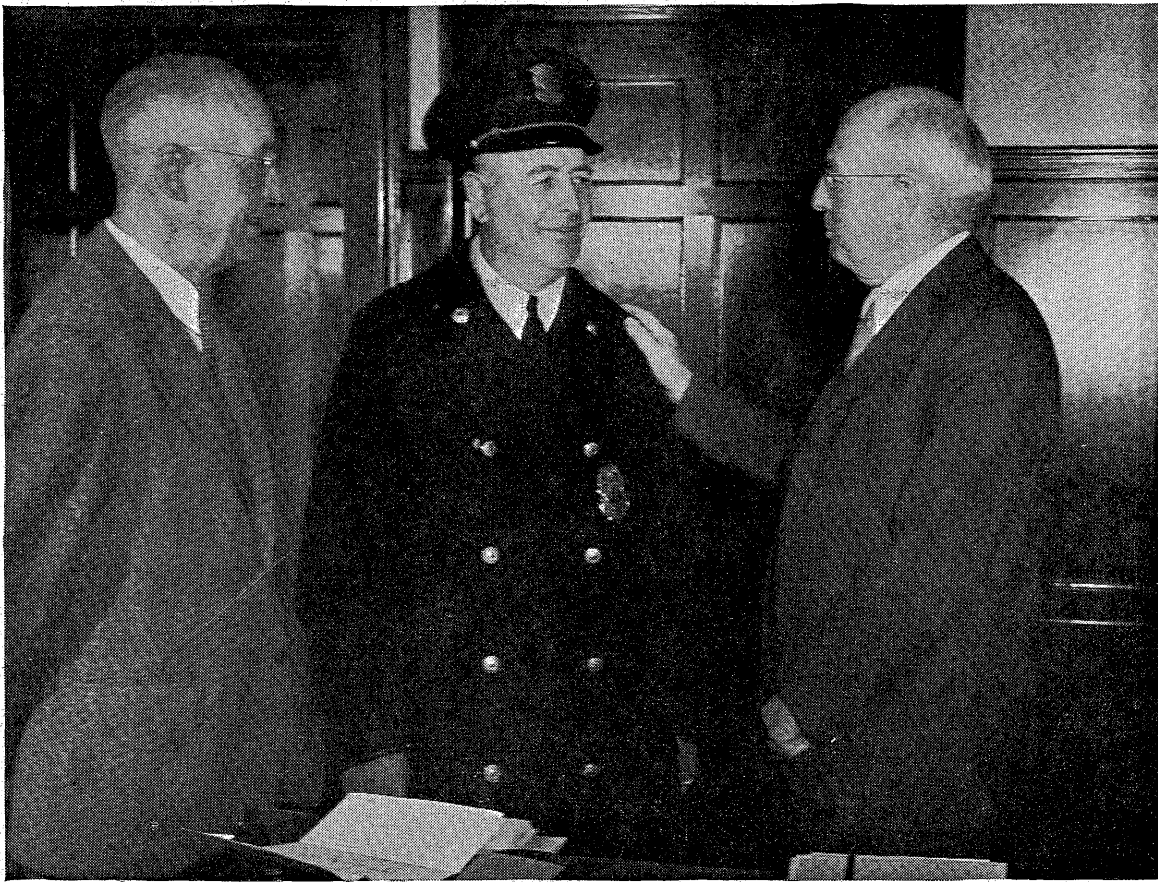
As stated earlier, at the end of 1942 more than half of the practicing physicians under 45 years of age in this country were in the Army or Navy. By the end of 1943 practically all of those remaining who are physically fit and can be spared from civilian practice will be required to meet the minimum needs of the armed forces. This is the age group which is most active in medical practice and carries the biggest load of medical care. With them no longer available, the public is certain to feel a shortage of medical care. These shortages, however, need not be serious if the services of the remaining physicians are utilized intelligently and efficiently.

The students in medical schools are almost all members of the armed forces. Their education must be continued on an effective level. The lists of essential teachers submitted by medical schools indicate that some schools have already lost so many members of their faculties that it will be difficult, if not impossible, for them to conduct a satisfactory instructional program. Other schools have been more conservative and have released additional physicians in 1943 toward meeting the needs of the armed forces.

The continued expansion of war industries is creating an increasing demand for physicians. The Procurement and Assignment Service and the Council on Industrial Medicine of the American Medical Association are attempting to cooperate with the war industries in securing the physicians which they need. Efforts are being made, however, to secure physicians for these industries who are not eligible for military service and to replace as rapidly as possible the

Continued on page 4, column 1

Herman Bids President Coffey Farewell; Will Retire



Herman Glander, who has policed the campus for longer than an average human generation, has said goodby to President Coffey pending the former's retirement on Dec. 1. Accompanying Herman was Dr. W. F. Holman, supervising engineer, with whose office Herman has worked in close cooperation.

Herman Glander, Real "Campus Cop" Will Retire on 35 Years Service

The Sergeant Has Been a Friend to Man Since 1908

Sergeant Herman Glander, second in the line of famous "campus cops" at the University of Minnesota, has decided he has been a policeman long enough and will go on the retired list in the near future. Herman, as well known to generations of Minnesota students and alumni as were the presidents of the university, the football coaches and the outstanding professors, has been stationed at the campus for 35 years, having been assigned to the beat when other policemen still referred to him as "the kid" back in 1908.

First famous "campus cop" was Mike Ryan, who held forth in sturdier days and really had to hold certain elements of the student body down. Herman, on the other hand, has relied on an ever-present sunny smile, a soft voice and the kindly heart of the born humanitarian.

Sergeant Glander was born in Glencoe, Minn., in 1880 and came to Minneapolis as a youth to see what the big town had to offer. Mike Ryan had just retired when he was accepted for the police force in 1908. Frank Corson was chief, he recalls, and Corson asked him how he'd like to "go to Fourteenth avenue S. E."

Herman recalls that he summoned up a burst of originality in his reply, which was, "I'll try anything once."

What he tried became his life's work. He has been stationed at the University of Minnesota ever since.

"In those days," he related, "there were no automobiles and the boys had little money, so most of the men students from out of town hung around the Fourteenth avenue-Fourth street district after supper. When these new policemen came along it was an open invitation to the fellows to try to get their goats—and they did. The boys would try to get the policemen to chase them, and, of course as soon as they started chasing they looked foolish and lost control of things."

Herman explained that when he went on the beat he came out on the streetcar about 4 p.m. one afternoon. It was only a little while until the students began trying him out.

"I just stood there and grinned at them," he said.

It wasn't much fun to try to

tantalize a policeman who had a pleasant smile, and pretty soon things quieted down.

"I remember one student, by the name of Bill Smith, who came up to me," said Herman. "I don't know what your name is," Smith said, "but no one can get you sore."

Kept Goat Controlled

"And furthermore, you aren't going to," Herman countered.

Smith used to tell Herman "who had stolen the barber pole" and things like that, with the result that Herman could phone the culprit and say all would be forgiven if he brought it back. Pretty soon such pranks got to be less and less fun.

Some of the things Herman asserts about the university of those days are:

That Minneapolis' bigwigs still wore "high hats" when they sat in the square wooden boxes along the field at ground level during the games.

That "Jimmy" Paige used to make the rounds of the field during a game to see that no one got in free.

That Dr. Henry L. Williams and Prof. Paige had a feud, and that one day when Dr. Williams, in a bright red "Brush roadster" started to drive through the Armory gate onto Northrop Field, Paige told him he couldn't enter.

The irascible coach thereupon put on speed and headed the car right for Paige who, says Herman, "ran down the bank."

That he will never forget Johnny McGovern, first Minnesota All-American, because if he was tripped or pulled down when he was running with the ball, he "would just turn a cartwheel and keep right on going."

"You know, you weren't down when your knee hit the ground in those days," he admonished.

Takes Part in Baseball

Herman is famous for many things about the campus. For years he has been either pitcher or catcher at ceremonies attending the season's first home baseball game. With him as a battery were such people as Dr. Coffman, President Ford, Dr. Cooke or the late "Skipper" Spencer.

Sgt. Glander hesitates to say who have been the best coaches or the best football players at Minnesota. "They're all my friends," he explained. He also, naturally, has friends in every town in Minnesota—youngsters and oldsters

Continued on page 2, column 4

Postwar Phase Education's Great Problem

Increasing Demand and How to Meet It Subject of Much Study

"RUSH" BACK SEEN

Financial Support and Faculty Recruitment Are Major Needs

Postwar problems of education are now receiving an increasing amount of serious attention, both at the University of Minnesota and throughout the educational "world" of the United States.

Credit for work taken in colleges under the Army and Navy programs, financial support to be given returning soldiers who wish to continue their education, types of training most desirable for the various individuals, together with ways of making that determination, and related problems of the university, such as those of providing faculty and facilities for what is expected to be a vastly increased number of students, are among the questions with which educators are wrestling.

Educational programs that the armed services themselves may set up for the benefit of decreasingly active soldiers and sailors during the period between the end of hostilities and their mustering out are also being considered by the War and Navy departments. At the end of the last war these were on a large scale, although not long continued.

The University of Minnesota has important representation on one of the national committees working on postwar education, in that Acting Dean T. Raymond McConnell of the College of Science, Literature and the Arts is chairman of the committee formed by the American Council on Education. Dean Theodore C. Blegen of the Graduate School, is on leave to work with the American Historical Association in Washington on one of the important programs of service-man education.

Within the University of Minnesota, also, continuing studies are being made of the immediate postwar problem and also of the extending situation that will govern the life of the institution for a period of years.

Incidentally, the actual education of men returned from war has already begun and a group of men sent back to college under the disability provisions of the federal Veterans Administration and under state provisions made by the last legislature are now studying on the campus. The Veterans Administration expects to provide this year for the continuance of education of up to 50 war-disabled persons at Minnesota and the state will finance college attendance for a group who for certain reasons do not fall under the provisions of the federal government's arrangement.

Among the more basic problems of the foreseen, great "return to education" is that of determining the relative emphasis to be placed on technical-scientific and on cultural-humane phases of education. The former is essential to the country's industrial and economic well-being and to the much discussed postwar "standard of living," which means, ability to produce and to buy for use that which is produced. Obviously, too, it is vital to our national safety. The latter is essential to the individual's improvement and thus to the improvement of our society through individual betterment. Sound judgment, high standards of personal conduct, appreciation of beauty in nature, in human products, in living, and, in general, man's reactions to the various aspects of his environment, natural, man-made, religious, artistic and the like, are implied in the humane phase. This appears at present to be shaping up as the outstanding educational duality of the years ahead.

The second basic problem is also a dual one, including that of finding a suitable teaching body to handle the greatly increased number

Continued on page 2, column 1

Technologists In Medicine Called Too Few

A bigger shortage than that of either doctors or nurses is that of medical technologists, according to Dr. Gerald T. Evans, head of the laboratories in the University of Minnesota Hospitals. Dr. Evans recently pointed out that whereas nearly 5,000 doctors are trained yearly, only about 700 to 900 medical technologists are being trained, and of these, all of whom are women, a certain number get married and are lost to the calling.

Furthermore, he said, medical technology has changed considerably in recent years, with the result that not all of those who were trained in the past have kept up with new techniques.

He called the well trained medical technician a "key person" in the medical profession.

Applications for this training have dropped off. Dr. Evans said, with the nationwide drives to attract young women into the Waacs, Waves, Marine Corps and the nursing profession.

He pointed out that some loan and scholarship funds are available at the University of Minnesota for those who wish to enter such training, or were available prior to the opening of the fall quarter.

Seed Directory Ready at Farm

The 1943 fall seed directory of the Minnesota Crop Improvement Association, now off the press, is of special interest to Minnesota farmers this year, says Carl Borgeson, seed registrar of the association. Because of the shortage of many seeds, he urges farmers to line up good seed early. The directory contains several hundred names of seed growers whose fields passed the official Crop Improvement association inspection during the summer.

One of the features of the directory this year is a list of 218 farmers who have for sale a supply of the new Vicland and Tama oats which are being strongly recommended for Minnesota.

The directory also includes lists of growers who have supplies of recommended varieties of flax and soybeans, wheat, alfalfa, barley, brome grass, and other seeds. Majority of the growers listed are those who have hybrid seed corn.

Postwar Phase Great Problem

Continued from page 1, column 5

ber of students to whom the colleges and universities are looking forward. Implied here is a greatly increased financial support for public education, at whose door is to be placed the peacetime problem which certainly promises at present to outrank all others, that of producing the people who presumably will direct whatever has to be done to bring about a satisfying, peaceful and honorable life.

In the foreground of all these matters is one to which President Walter C. Coffey of the University of Minnesota has pointed repeatedly, the need to maintain educational institutions during the remainder of the war at at least their present level of strength, and to retain, as a nucleus for the coming postwar effort, at least the minimum of strong faculty members who are still on the job. Not only does the Army-Navy training program of the present make this essential, but the clearly-seen postwar need would make it foolhardy to cut further into the necessary reserves that will be the foundation of the organization to come.

Repeated compilations by a member of the University of Minnesota staff have shown that by now nearly 600 members of the university faculty and staff of all degrees of importance have been drawn off into the fighting services, government service, or war-related scientific, technical and educational endeavors. It is now the university's policy to resist within all reasonable limits the loss of further able people from its organization.

Meanwhile Minnesota has been devoting considerable attention to the tightening and streamlining of its internal organization, its administrators feeling that this is a task that can be performed under present conditions, whereas many of the other tasks will have to be done when the situations, now only foreseen, actually come upon the university.

Even the football coaches are looking forward to the days ahead when, they believe, some of the former players who went to Michigan and Northwestern may be able to shift fronts again and play once more for the old Maroon and Gold of the North Star state.

The vast problems of industry after the war have been indicated by many. One statement, made recently by Nelson A. Rockefeller in "The Saturday Evening Post," was as follows:

"The terrific expenditures made necessary by the war are now running close to \$7,000,000,000 a month. When peace comes, this money will be maintaining about 11,000,000 men in the armed forces, and giving jobs to something like 45,000,000 people. Of the total work force, including 18,000,000 women, only an estimated 20,000,000 will be employed in civilian services and production for nonmilitary use.

"Now imagine that the last shot has been fired, and the bells are ringing for victory. And then ask yourself: 'What happens next?' It is clear that we shall not go on producing vast quantities of planes and tanks, ships and guns, when the necessity for them no longer exists. It is clear also that there must be jobs for soldiers and workers alike.

"To offset the fall in munitions orders, there will be, as far as private industry is concerned, only the domestic demand for things

Fire Caused Loss Of Famous Early Building, Old Main

"I'll be seeing you in front of Folwell," is a common expression on the campus, for as headquarters of the Arts college, Folwell is the most popular academic building. Few students attend the University of Minnesota without having one class in Folwell. But few students know the history of Folwell and its predecessor, "Old Main."

In front of Shevlin hall is a boulder bearing a tablet which reads: "Old Main—First Building on Campus. Erected 1856, Enlarged 1875, Burned 1904. This tablet marks the front entrance. Placed January 6, 1932, by the class of 1892."

When Old Main was built in 1856, there was no money in sight to pay for it. However, because public opinion demanded the building of Old Main the Regents consented, believing they could pay for the building by mortgaging university property and the sale of stumpage on university lands.

In Old Main, preparatory classes were taught. These classes were below college level until in 1869, William Watts Folwell, first president of the University, established Old Main as science, literature and arts headquarters and college work began.

In addition to general academic classes, Old Main housed the President's office, the Regents' office and the post office.

A portion of the west wing was destroyed by fire in 1891. The top floor of the main portion of the building was burned in 1892. In September, 1904, the building was totally destroyed by fire.

For the building of a new Arts headquarters, the legislature made an appropriation of \$350,000 in 1905. Folwell hall was completed in 1907.

Several other buildings famous to the oldest generations of graduates have been damaged or destroyed by fire. The Coliseum, a large, circular building that preceded the Armory and was used for drill and for special occasions such as commencements, burned to the ground about 50 years ago. The building that now houses University High School was nearly destroyed by fire before the first World War at a time when it housed the School of Mines. The building now used by Pharmacy has been restored after two fires, both in the rather distant past.

No building on either the Main or the Farm campus has been destroyed or even seriously damaged in the past 25 years, although occasional fires break out and entail a degree of loss to structure and contents.

not made during the war, or made in insufficient quantities, and the export demand for similar goods. Making this change-over is going to be an even bigger task than the conversion job we accomplished when we started to rearm, almost from scratch. I know we can do it, but we can't on domestic trade alone.

"Latin Americans have greatly increased their production of raw materials; they have a surplus of dollar exchange; they are ambitious for economic development, for industrialization, and for a rising standard of living for the 130,000,000 people in their twenty countries. It seems to me that the twenty-one republics of this hemisphere, including the United States, make a natural combination, an ideal partnership, offering almost unlimited opportunities in the postwar period."

Dr. O'Brien's Radio Health Talks

The following radio talks on health subjects will be delivered by Dr. Wm. A. O'Brien, director of post-graduate medical education, University of Minnesota, during the remainder of November. Nov. 20, WCCO, 9:15 a.m., "Chest diseases, surgical treatment"; WLB, 11 a.m., "Medicine in the news"; Nov. 24, WLB, 11 a.m., "Good air"; Nov. 27, WCCO, 9:15 a.m., "Dental economics"; Nov. 27, 11 a.m., WLB, "Medicine in the news"; Nov. 29, WCCO, 4:30 p.m., "Your hospital in war time." Dr. O'Brien's broadcasts are sponsored variously by the Minnesota State Medical association, University of Minnesota School of the Air, Minnesota Hospital association and the Minnesota State Dental association.

Present Flag to Army Unit

A pleasant recent event on the University of Minnesota campus was presentation of an American flag to men of the Army Air Forces Technical Training Command by the state auxiliary of the American Legion. The flag, meas-

Evening Classes Gain Him Degree



Mathias G. Tometz

Mathias G. Tometz, 41, of 3900 Queen Ave. N., Minneapolis, received his degree in electrical engineering from the University of Minnesota in June, the first man to receive a degree from the Institute of Technology for studies all of which were taken in evening classes. The degree was given "with high distinction." Mr. Tometz persistently took such studies as he was able to get in over a period of nearly 20 years to acquire all of the credits needed for graduation. At the time of his graduation he was an employee of the Minnesota Mining & Manufacturing Company, St. Paul.

Potato Storage Calls for Care

Minnesota's 1943 potato crop will stand storage well under proper conditions, and reports of losses due to early decay of potatoes can usually be traced to badly over-loaded storage facilities, says R. C. Rose, extension specialist at University Farm, who just returned from making a statewide check of the potato storage situation. Some very serious losses have occurred in warehouses which have been overloaded and where proper ventilation has been neglected, Rose says. He cited overfilled bins, blocking of alleys needed for proper air circulation, and faulty installation or complete lack of ventilating equipment as chief reasons for storage losses.

"In one warehouse in western Minnesota," Rose says, "25,000 bushels of potatoes were stored in an underground root cellar. The potatoes were piled to within a few inches of the ceiling and all hatches to the ground floor were closed. The heat and moisture from the big pile of potatoes could not escape, and naturally the potatoes began rotting and settling. Salvage operations had to be begun at once in order to head off a complete loss. A new 70,000 bushel warehouse in another area was filled with 35 per cent more potatoes than capacity, so that even the alleyways were heaped to the ceiling. Moisture and heat accumulated and immediately brought about a serious rotting condition."

Rose points out that ventilation is the secret of successful storage. The ventilating system must be adequate to take care of the volume of potatoes stored and it must take the warm, moist air off the top of the bins, permitting dry cool air to be drawn in below. He lays down these storage pointers for growers and shippers who are handling large quantities of potatoes: (1) Store only sound potatoes; (2) Be sure that there is enough ventilation during the first month of storage to remove moisture and heat given off; (3) Be sure the ventilator removes the air from the ceiling rather than the floor; (4) If there are indications of rot, such as odor or liquid oozing at the floor, begin regrading the potatoes immediately, disposing of all those that have been in contact with decay. If trouble is experienced, correct the faults of the storage cellar before it is used again.

Rose declared that the Minnesota crop this year is of good quality and will keep well either in bulk or home storage if the proper conditions are supplied.

uring ten feet by fifteen, was presented July 23 by Mrs. Arthur Arntzen of Appleton, state president, in a ceremony at Pioneer Hall where the men are stationed. They are studying meteorology.

North European Area Group Learns Language in 9 Months

Herman Glander Real Campus Cop

Continued from page 1, column 3

among the tens of thousands who have attended the nation's second largest state university in three and a half decades.

When he went along to Seattle with the football team ten years ago he was astounded at the number of people who knew him in Missoula and other stops en route.

Herman has the distinction, most unusual, of having become a grandfather twice on the same day when his daughter and his son's wife each presented him with a grandchild.

Among other things, Herman is proud of the fact that no one has been hurt in an automobile accident on the campus for eight years.

He has missed only two home football games in 35 years, and has made trips following the team, but two years ago, after he had all plans made to go to Michigan he came down with pneumonia and spent the day in the hospital.

Herman recalls the fires that burnt two campus buildings, one the present Pharmacy building, then occupied by Dentistry, and the other, the building now occupied by University high school, then the School of Mines. Old Main burned down in 1904, a few years before he came to the campus.

"Soon after Sandy Hamilton, assistant fire chief, and three firemen went into the School of Mines building a big arch gave away and I thought they were gone for good," he said. "But in a moment, out came Sandy. I was never so glad in my life. He was a real fire-eater."

Herman was close to Doc. Williams, who had an office upstairs in the building on the southwest corner of 14th and 4th. "I used to sit up there with him on cold winter nights, and we would talk everything over," he said.

He recalls that at one football game he was standing with a chap named Fitzgerald who had broken his leg in football practice and whom Doc. Williams had assigned as an assistant coach. They were looking at the packed temporary stand that had been erected across the east end of old Northrop Field.

"Boy," said Fitzgerald "I don't think it could hold another person."

"And just as he said that," said Herman, "the stand buckled and started slowly settling to the ground. It fell gradually. No one was hurt at all seriously but one elderly woman."

Herman has protected the campus under six presidents—Northrop, Vincent, Burton, Coffman, Ford and Coffey. His personal recollections of Burton are warm.

"He often worked in his office at night and when he left would urge me to walk along and talk to him on his way home," Herman remembers. "We got real pally," he said.

Art Jacobson, secretary of the police department, had words of high praise for Sergeant Glander, saying he has one of the finest records of all the men now in the department. "Sergeant Glander is modest and has a lot of tact. He doesn't have trouble, so we don't hear much about him, which shows what a good job he is doing."

Herman plans eventually to do a lot of fishing, but for the present he intends to do more than "just sit and think." He hopes to get a job in some industrial plant, preferably something a little less exacting than his present duties. Under police regulations he could go on about a year more—up to the age of 65, but he has decided that enough is enough.

After all—how many of us are ever famous over a stretch of 35 years?

Compile War-Material Index

A comprehensive bibliography of free or inexpensive materials on the war and postwar period for use of schools, clubs or private individuals has been compiled by Dr. Dora V. Smith, Bertha Handlan and Dorothy Meredith of the College of Education, University of Minnesota. Teachers will find it particularly useful, Dr. Smith said. Dr. Smith has also been appointed to the Armed Forces Examinations Institute in Chicago, which has been set up to prepare a comprehensive examination in high school English for men in the armed forces who wish to obtain high school diplomas by examination.

Wartime Method Goes to Heart of the Matter With- out Frills

Nine months to learn to speak a foreign language! Under the present methods of teaching, that's all the time it takes soldiers of the 5-L language and area study group.

The soldiers learn the languages well enough to live in a foreign country and converse normally with foreigners. They may not know the difference between dative and accusative, but they can ask questions on a streetcar or tell the barber to use the clippers only in the back. Hubert J. Meessen, assistant professor of German, said in The Minnesota Daily.

The War Department insists that language teaching for the 5-L's emphasize auditory comprehension and fluency in colloquial speech, so that the soldiers can get along in a foreign country.

Professor Meessen is in charge of language instruction in the European area and language program, which includes German, Norwegian, Swedish and Finnish. Lawrence D. Steffel, associate professor of history, is coordinator of the program between the University and the army.

Of the 120 men in the European area group, half study German and the rest take Norwegian, Swedish and Finnish.

The men are divided into classes of approximately 20, and instruction begins with simple mimeographed phrases opposite their colloquial equivalents in English. They pronounce them, memorize them, use them in class and eventually learn to combine them in original conversations, Professor Meessen said.

Under this method the traditional grammatical instruction is omitted except when absolutely necessary, or when the soldiers ask for it themselves.

Out of approximately 30 class hours a week, the soldiers spend 14 on the language itself and the remaining time in area classes—geography, history, sociology, economics and others.

After studying the fixed phrases, the language classes take up different topics of conversation such as greetings, asking directions, the railroad station, theaters and movies, the hotel, laundry and dry cleaning, the barber shop and shopping. Later on the soldiers will learn money and exchange and how to ask a girl for a date.

Professor Meessen said the conversational method has been very successful and he would be heartily in favor of using it for civilian language teaching after the war.

Languages will be very important in the post-war period, he said, and if the conversational approach were used more students would be interested in taking languages and would learn more rapidly.

Professor Meessen teaches German to the army group along with Alan Holske, assistant professor of German; Hermann E. Rothfuss, instructor; Margaret Wachtel, teaching assistant; Lucile Hager, teaching assistant; and Dr. Lichtenstein, former German jurist.

Ella Rolvaag, instructor, teaches Norwegian to the soldiers; Einar Ryden, instructor, teaches Swedish; and Arne Halonen, instructor, teaches the Finnish classes.

At present the soldiers are in their second term and will finish in five more months. The army will use some for military government; some will go to the signal corps, others to the intelligence, ground and air forces.

The men were chosen for language ability or previous knowledge of languages. Most of them know a language besides English and the one they are studying. They range in age from 20 to 40, and many are college graduates.

Lectureship Named For F. K. Walter

A Frank K. Walter lectureship in library science was announced at a reception given for Mr. and Mrs. Walter at the time announcement of his retirement was made. The Folwell Library club and the Alumni Association of the Division of Library Instruction, hosts at the reception, are sponsors of the lectureship. When enough money has been procured, outstanding lecturers in the field of librarianship will be brought to the campus to speak. Mr. Walter, who has been librarian since 1921, will continue to make his home in Minneapolis.

Reading Still Cue to Learning

A fundamental and general reason for our youths' ignorance of American history is inability to read intelligently, hence enjoyably, hence profitably, writes Geraldine P. Dilla in School and Society for Oct. 16, 1943. Whether this is due to an inefficient method of teaching reading or to the natural indolence in pupil or in teacher, students nowadays reach college unable to grasp the correct meaning of sentences containing the ordinary words that must be used to express all but the most juvenile ideas. A student learns what words mean (hence what sentences mean) by reading good literature, listening attentively to good speeches, using the dictionary, and studying languages, especially Latin and French. Until he knows the meaning of the words he reads, his history textbook will leave no correct ideas in his memory.

Minnesota Chats would make only one change in the statement, substituting the word speech for the word speeches.

What You Lose When You Perspire Varies but Probably Doesn't Harm You

Forehead, Palms, Thighs Produce Different Acids, Researchers Find

In a study made in the University of Minnesota's Laboratory of Physiological Hygiene in which Drs. Olaf Mickelson and Ancel Keys set out to determine whether enough vitamins are lost through sweating to warrant feeding United States soldiers extra vitamins in the tropics, they found there was little cause for worry on that score but also learned that in the sweat from different parts of the body widely differing acids predominate.

The study was given notice in the October 30 issue of "Time."

These researchers learned that the sweat of the brow is strong in uric acid; that of the hands, strong in chloride (salt) and that of the thigh has a high content of lactic acid. The only vitamin they were able to recover in appreciable amounts from human perspiration was nicotinic acid, the antipellagra factor, said their report, which has been published in The Journal of Biological Chemistry (August, 1943).

The soldiers tested were all healthy young men who were set to work on treadmills in warm rooms. Sweat from the arm was collected by dripping into a bottle. From other parts it was recovered on clean gauze, or by scraping. For a sample of perspiration from the whole body the subject was clothed in long underwear and then, after he got hot, was stood in a basin and his underwear peeled off, after which he was rinsed with distilled water.

Among conclusions of the researchers, as described in their paper, are the following:

The concentration of ascorbic acid in sweat is generally less than 0.1 milligram per 100 cubic centimetres and the concentration is independent of the dietary intake of the vitamin.

The concentration of nicotinic acid or its biological equivalent in sweat is of the order of 0.1 mg. per 100cc.

Lactate, urea and ammonia are much more concentrated in the sweat than in the blood.

Samples collected simultaneously from the hand, arm plus face, torso and thigh showed marked differences in total concentration and in concentration of individual constituents including chloride, lactate, urea, creatinine and uric acid.

"Under conditions of continued profuse sweating losses of ascorbic acid, thiamine and riboflavin are negligible from the standpoint of vitamin nutrition," the report concluded, "the sweat loss of nicotinic acid under these conditions could be significant, however."

Campus Mourns "Frau" Wilkin

Among all its graduates, probably no one has been more deeply and sincerely devoted to the University of Minnesota than was Mrs. Mathilda Campbell Wilkin '77, who died last summer. On January 27 she had celebrated her ninety-seventh birthday. She rarely missed an opportunity to attend an alumni gathering on her beloved campus and she was the perennial winner of the award given at the annual Alumni Day dinner to the member of the earliest class represented at the event.

Following her graduation from the University with Phi Beta Kappa honors in 1877, she became the first woman instructor on the faculty of the school. She was instructor in German and English from 1877 to 1892 and assistant professor of German from 1892 until the time of her retirement in 1911. On her birthdays it was not unusual for her to receive greetings from former students in all parts of the world who remembered her as "Frau" Wilkin.

Mrs. Wilkin was born in Harrington, Maine, on January 27, 1846. She attended district school, Washington Academy, and the Salem Normal School, Salem, Mass., from which she was graduated in 1869. She had been teaching in a country school while attending the academy and normal school and in 1870 she came west to Minnesota to seek a teaching position in the pioneer community of St. Anthony Falls. She entered the University in 1873. While on the staff of the University she was granted leaves to take work at University College, London; at Gottingen, Germany, and at the University of Chicago.

She was the last surviving mem-

Education Week To Begin Nov. 14

National Education Week will be celebrated November 14-19 in grade and high schools.

The theme this year is "Education for Victory," as a vital purpose of the schools today. Winning the war is all important. To this end schools have converted their programs in accordance with the needs of the armed forces, of industry, and of government. Millions of adults have been trained for wartime jobs in industry. High school programs have been altered to meet immediate needs through pre-induction and physical fitness programs.

Younger pupils, too, have contributed through scrap and bond drives and in many other ways. Teachers have given 50,000,000 hours to registration and retaining services.

American Education Week grew out of the First World War. Twenty-five per cent of the men examined in the draft were illiterate; 20 per cent were foreign born and had little understanding of American life. During the war, the schools were drained of teachers, especially men. In the fall of 1920, thousands of schools were closed for want of teachers. A campaign of public information was needed to correct this situation. A long-range program for the extension of education was needed to reduce illiteracy and physical unfitness. Members of the American Legion consulted with educators and the first American Education Week was observed in 1921.

The broad purpose of American Education Week has become that of acquainting the people with the needs, aims, and achievements of the schools. Information as to time of classes and hours when teachers will be free to talk to parents will be given in next week's papers.

Service Men Learn to Swim In 'U' Program

Because every soldier, as well as every sailor, is likely in modern warfare to find himself in a situation where keeping his head above water and knowing how to act when plunged into deep water; all soldiers and sailors in the special army and navy training programs at the University of Minnesota are required to learn to swim.

All the men are put through tests and those classified as non-swimmers must take swimming three times a week, while those classified as swimmers have one lesson a week, in which certain advanced techniques are taught. Among these are leaping into the pool from high places, swarming up specially constructed rope ladders that simulate the side of a ship and such tricks as tying the legs of one's trousers to make balloons that will contain enough air to support a man for a considerable period.

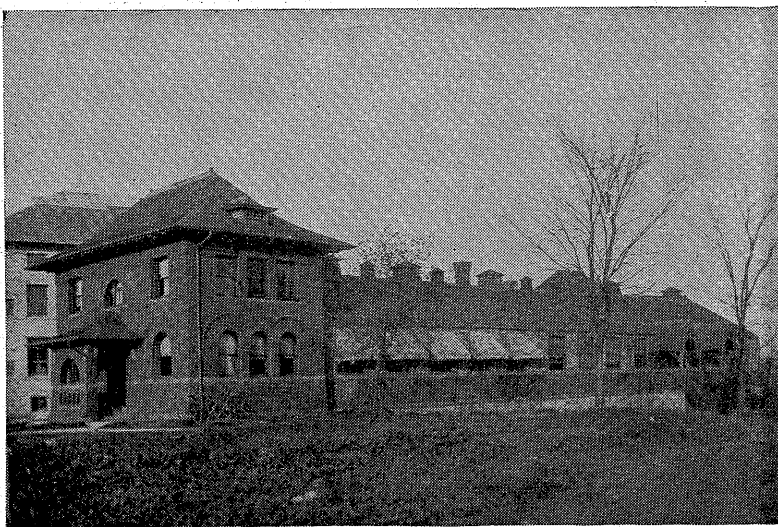
The men are not allowed to wear trunks in swimming practice for several reasons, according to Dr. L. F. Keller, acting director of athletics. In the first place, so many hundred pairs of wool trunks would leave in the pool an amount of fine fuzz that would block drains. In the second place, it is much more difficult to keep a swimming suit clean than to keep the body clean. All people who use the pool, military or civilian, take a shower before entering and pass through a disinfecting foot bath at the entrance to the room.

ber of the class of 1877 which numbered 16 at time of graduation. For years this class held annual reunions and the documents and mementoes of the class have been accumulated in the University Library. In 1930, Mrs. Wilkin told of her years at the University in a series of articles entitled "My Sixty Years in Minnesota," which appeared in the Minnesota Alumni Weekly. Later she completed a longer autobiographical sketch which was published in mimeographed form.

Alumni Gather in Union

Purdue as well as Minnesota graduates attended an informal open house in the men's lounge of Coffman Memorial Union directly after the Purdue-Minnesota football game. Both men and women were invited to the affair, which was conducted by the Minnesota Alumnae Club, organization of women graduates.

A Campus Landmark Seldom Recalled



This long, low structure, said to have been the first home of the College of Pharmacy, and sometimes irreverently called "the sheep shed," stood about on what is now an open area between Wesbrook Hall and the Library. Nearby it, in a "cut," ran the tracks of the Northern Pacific Railway.

Appraisal of College War Work Made by Council on Education

Chances for Federal Pay for Civilian Program Small

With the coming of fall, colleges and universities are able to appraise the extent to which they will continue to render maximum service to the total war program, says a bulletin of the American Council on Education. Many institutions have remained in continuous session. In the majority of institutions enrollment is larger than anticipated, in only a very few is the decrease such as to jeopardize the continuance of the college. In this fact is a challenge to every member of the administration and of the faculty—to assure the maximum service of the institution to every individual both toward the winning of the war and in laying a firm foundation now for the problems of readjustment in the postwar period.

In late summer a small group met in the Council office to discuss the most effective means of procuring data on enrollment. The group included representatives of both agement and private agencies most concerned. After considerable discussion the following statements were in general agreed upon:

That the government agencies concerned with policy determination in the effective utilization of colleges and universities meet manpower needs in the professional and technical fields, and have available complete and accurate enrollment statistics, both civilian and military.

That the government agencies were attempting and would continue to seek to avoid duplication of requests for information.

That private agencies should refrain from asking the institutions for statistical data on military personnel enrolled in the colleges and universities.

That close cooperation should be maintained among all agencies, governmental and private, seeking information on enrollment, and in so far as possible and practicable, information gathered from one agency should be available to all others.

No Expansion in Prospect

The committee addressed several communications to appropriate officials of the Army Specialized and Navy College Training Programs, again urging further utilization of smaller colleges for training programs in so far as adequate instructional facilities can be provided. Since these were sent out it has been learned that there is little likelihood of further expansion of the military programs beyond commitments already made.

A letter endorsing the civilian college training program (at federal expense) was transmitted to Dr. Herman Briscoe, chief of professional and technical training, Bureau of Training, War Manpower Commission. It now appears extremely improbable that the funds necessary for the program will be made available by Congress.

A proposed plan for postwar education of military personnel was discussed. The committee unanimously approved submitting a tentative draft of the plan to the membership of the American Council on Education for their further judgment and appraisal.

Educating Discharged Men

The U. S. Armed Forces Institute at Madison, Wisconsin, has

now established a central clearing agency. Its functions will be (1) to assemble information, on the request of the individual within the armed forces or recently discharged therefrom, regarding his (or her) educational activities while in service; and (2) to transmit such information to the school or college to which the individual desires that it be sent. Men and women who are being discharged from the services and who seek admission to school and colleges should apply directly to the U. S. Armed Forces Institute at Madison, Wisconsin, for the accreditation service. The collection of educational achievement records by the Institute normally requires at least a few weeks time, but educational institutions may wish to accept students provisionally until they have been able to secure adequate accreditation information. The Armed Forces Institute submits official records only on request of the individual concerned.

The Armed Forces Institute has made arrangements whereby the American Council on Education will distribute equivalent civilian forms of the more important accreditation examinations used by the Institute. School and college officials who wish to purchase these examinations should write to the Cooperative Test Service of the American Council on Education, 15 Amsterdam Avenue, New York City, for information about the available tests. The use of these equivalent civilian forms will enable educational institutions to administer these tests to their own students, and establish local standards to aid in the interpretation of test results reported for individual service men. The institution may, of course, also use these tests for administration to ex-service men and women who have already applied to them for admission as students.

Two special pamphlets are now being printed. "Secondary School Credit for Educational Experiences in Military Service; a Recommended Program" is available through the National Association of Secondary School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.

A brief pamphlet entitled "School and College Credit for Military Experience; Answers to Questions" has been prepared by Francis J. Brown for the American Council on Education and the National Association of Secondary School Principals. It describes the specific procedures which should be followed in making use of the service provided through the U. S. Armed Forces Institute. Free copies of either or both pamphlets are available on request to either the American Council on Education or the National Association of Secondary School Principals.

Bossing Speaks in Wisconsin

Dr. Nelson L. Bossing, professor of education, University of Minnesota, spoke recently at the general meeting of the Lake Superior Educational Association in Superior, Wisconsin, on the topic, "Some curriculum trends and their implications for teaching." Dr. Bossing has recently completed a chapter he is contributing to a book on the high school curriculum which is being edited by Dr. Harl R. Douglass, former member of the University of Minnesota faculty.

Eddy's "Fishes" And Education Series to Come

The University of Minnesota Press released the second, third, and fourth books in the "Studies of General Education Series" on Nov. 11, it has been announced. The first book of the series, "They Went to College," by C. Robert Pace was published some time ago. As a series these four books give the objectives, methods, researches, and evaluations of one of the most memorable experiments in modern education, the General College of the University of Minnesota, financed by the General Education Board. The investigations were made to study the students and their needs and to develop a program of general education suited to those needs. Of the already published Pace book, "They Went to College," "Education Abstracts" says, "This brilliant study should be read by all those on whose decisions the formulation of educational policy depends."

The second book in the series is "These We Teach" by Cornelia T. Williams. It is a clear analysis of students' problems and the counseling techniques involved and successfully used. The price is \$2. The third study is "Outcomes of General Education" by Ruth Eckert. It is an appraisal of the General College program made to determine to what degree that program helps students adjust themselves socially, personally, and vocationally to the world in which they live. The price of this book is \$2.50. The fourth book in this series by Ivor Spafford and others, "Building a Curriculum," gives a graphic picture of the methods used and of planning a practical, flexible curriculum. \$3.00. 20% discount on two or more titles. \$7.50 for the set of four books.

"Northern Fishes"

"Northern Fishes" by Samuel Eddy, Associate Professor of Zoology, and Thaddeus Surber, formerly of the Minnesota Conservation Department, is the Christmas publication of the University Press. This first authoritative study of more than 150 freshwater fishes characteristic of the Upper Mississippi Valley is complete for Minnesota but equally useful in Wisconsin, Michigan, and northern Iowa and generally descriptive of common species in the north central United States and adjacent Canada. All native and exotic species in the region are keyed and described in detail—their environment, their food, and their habits. Magnificently illustrated, this book will be the standard reference of the specialist for years to come and likewise a most useful handbook for the sportsman.

There are an introduction on fishes and fishing and sections on the structure of fishes, the results of recent research in ecology, entirely new material on lake surveys and fish populations, and a discussion of lake improvement and conservation. The price of this book is \$4.00. It will appear Nov. 22.

Anderson Heads "Medical Spies"

Dr. Gaylord W. Anderson, on leave from his post as head of the division of preventive medicine and public health, University of Minnesota Medical School, has been made head of the Army's division of medical intelligence. Men under him are the Army's "health spies." They compile health, climatic and sanitation evidence with respect to every area to which United States troops may be sent and stand ready at a moment's notice to supply such information to the medical officers of detachments sent anywhere in the world.

Such matters as the types of insects, snakes and other possibly dangerous creatures, diseases, peculiar to the area or general that may be encountered there, degrees of heat and humidity, poisonous plants, necessary dietary precautions, probable purity of the water supply and the like are included in their comprehensive surveys.

Since being given leave by the university in 1942, Dr. Anderson has been serving in a public health capacity in the office of the surgeon general of the Army, Washington, D. C. He has recently been promoted to the rank of lieutenant colonel.

Dean H. S. Diehl a Leader in Doctor Procurement for War

Continued from page 1, column 1
physicians in these industries who would be eligible for such service.

In Public Health Services

Most health departments are already functioning on skeleton staffs and are unable to release additional physicians for military service. In fact, some health departments are so urgently in need of trained personnel, that the United States Public Health Service is supplying such personnel on a "lease-land" basis.

The situation in the hospitals will become increasingly difficult. In order to conserve the time of physicians, there will be a tendency to hospitalize more patients. Medical school graduates who hold commissions in the Army and Navy will be granted a year, but only a year, of internship before being called to active duty. One result of this is that many of the large hospitals which previously had two-year internships are taking more first year interns in order to "cover" their services. This can only mean that some hospitals will have fewer interns than normally.

Hospital residences will be continued, but the number of residents who can be deferred from military service will be very limited. Consequently, hospitals will find it necessary to depend, almost entirely, upon residents who are not acceptable for military service.

Critical Shortage Areas

It is estimated that approximately 6,000,000 people in this country have moved their homes as a result of the war. The provision of medical and health services to this group is one of the most important problems facing the Procurement and Assignment Service and the medical profession today.

The surveys which have been completed indicate that in many instances the urgent need is not for more physicians but rather for hospitals, nurses, or public health services. In a considerable number of areas the local medical societies in cooperation with public health departments and housing and welfare groups have been able to meet the needs for physicians either by having the doctors in the community give specific amounts of time to the shortage area or by inducing other physicians to move into the area. Reports from the states indicate that more than 600 physicians have taken positions in war industries or moved into "shortage areas" and that approximately two-thirds of these moves have been the result of efforts of State or local Procurement and Assignment Chairmen or Committees. Similar methods could doubtless meet these needs in many other communities.

Some of the "boom town" communities, on the other hand, need considerable numbers of physicians as well as hospital beds, nurses, and other health services. Although the ratio of one doctor to 1500 population has been utilized by the Procurement and Assignment Service for planning purposes as the over-all number of physicians required to provide essential medical services to the civilian population, in shortage areas, a ratio of one to 3000 has been accepted as the coverage beyond which the situation would be considered critical.

The responsibility for formulating plans to meet these needs has been placed primarily upon the Procurement and Assignment Service and the state and local medical societies. Most of the residents of these areas are earning good incomes and should be able to support physicians on a private practice basis. If necessary funds to provide partial subsidy for a limited period of time to enable a physician to move into and establish himself in such an area may be requested from the United States Public Health Service. In some areas pre-payment plans for medical services under the supervision of the state medical society are meeting the need. In rare instances it may be necessary to assign an officer of the United States Public Health Service to practice temporarily in the area. Such an assignment, however, will be made only as a last resort and upon the joint recommendation of the Procurement and Assignment Service and the United States Public Health Service.

In meeting these situations the medical profession is faced with a new responsibility. Medical societies have always been concerned with keeping their members abreast of new development and progress in medicine and with the maintenance of high standards of ethics and practice among their members. Never before have they had reason to feel responsibility for the availability or adequacy of medical care for the general population. The laws of supply and de-

mand have largely taken care of that. Now, however, the war has given rise to new problems of medical care which must be met. The medical profession is given the opportunity of meeting these needs in the way that they deem best. We sincerely hope and believe that they will be able to meet this challenge.

Dr. Diehl went on to describe the organization and administrative relationships of the service.

Organization and Administrative Relationships

Although its establishment antedated that of the War Manpower Commission, the Procurement and Assignment Service was transferred to that organization immediately upon its creation. This made the Procurement and Assignment Service the first functioning division of the War Manpower Commission. Although official channels between the Procurement and Assignment Service and the War and Navy Departments are through the Director of the War Manpower Commission, the vast majority of the relationships with the Army and the Navy are conducted directly and informally with the Offices of the Surgeon Generals of the services. In fact, the Directing Board of the Procurement and Assignment Service holds monthly meetings with the Surgeon General of the Army, the Surgeon General of the Navy, the Surgeon General of the United States Public Health Service, the Director of Selective Service and such members of their staffs as they elect to accompany them. The results of these conferences and informal relationships have been so satisfactory that very few communications through official channels have been necessary. Without this splendid, understanding, and effective cooperation on the part of these services, the task of the Procurement and Assignment Service would have been an impossible one.

The organization of the Procurement and Assignment Service consists of a Directing Board, a Central Office in Washington, a sub-office in the headquarters of the American Medical Association in Chicago, and Corps Area Committees, and State Committees, with local, county, or district advisory committees. The physicians on these various boards and committees have given unstintingly of their time and services. Without compensation, at great personal sacrifice, and frequently in spite of uninformed or malicious criticism, these men are rendering an invaluable and patriotic service to our country in its war effort.

With the American Medical Association and the various state medical societies, the Procurement and Assignment Service has a most intimate, though, unofficial, relationship. In 1940 the American Medical Association at great expense and effort prepared a roster of all the physicians in the United States with detailed information in regard to their training, experience and qualifications. This roster was made available to the Procurement and Assignment Service immediately after its organization. In addition, the American Medical Association has made its staff and facilities available at all times for the work of the Procurement and Assignment Service. In like manner, state medical societies have not only cooperated wholeheartedly, but in many instances have provided the expenses and carried much of the work of the Procurement and Assignment Service. Without this assistance and support, the work of the Procurement and Assignment Service could not have been carried out. To them we acknowledge our deep indebtedness.

Recruitment of Physicians in 1942

At the outbreak of war there were approximately 13,000 medical officers on duty in the Army and the Navy. At the end of 1942, approximately one year later, this number had increased to over 42,000. By November 1, 1943, this number had grown to approximately 50,000. The recruitment of such a large number of physicians in a short period of time was a colossal undertaking. There was no authority to compel physicians, except for a few single men who came under the jurisdiction of Selective Service, to go into the Service. What has been accomplished has been entirely on a voluntary basis. The Procurement and Assignment Service possesses no authority to say to a physician that he must go into the service or that he must stay at home. Some of the Army recruiting boards in their zealous efforts to recruit physicians presumed and even threatened to use authority which they did not possess. Actually neither these

boards nor the Procurement and Assignment Service has any authority to exercise compulsion upon anyone.

Early in the year it seemed that physicians were slow in responding to the call for their services. But by the end of the year, over 50 per cent of the practicing physicians under 45 years of age had entered the armed services. No other professional group in this country has ever been called upon for such public service or responded to a call so magnificently.

During the first world war, the recruitment of physicians for the Army and Navy was carried on with little or no consideration for the needs of the civilian population. Many areas and communities were left without medical service, while in other areas excessive numbers of physicians remained in civilian life. To prevent a similar situation this time, the Procurement and Assignment Service established quotas as to the number of physicians which each state was expected to supply in 1942. These quotas represented the proportionate share of the 42,000 medical officers requested by the armed forces, which it seemed equitable for each state to provide, taking into consideration the population of the state, the number of physicians in civilian practice, their ages, distribution, etc. These quotas for states with relatively few physicians in relation to population required only 10 to 15 per cent of the practicing physicians; while at the other end of the scale, the quotas of states such as New York and Illinois represented up to 30 per cent of the physicians actively engaged in civilian practice.

The country as a whole and all but five individual states met or exceeded the quotas assigned to them for 1942. From a few areas, particularly in the South, too many physicians have gone into service, leaving the civilian population without adequate medical care.

Problems of the Service in '43

The end of a year means little in war except to provide a convenient point at which to end and begin reports. Similarly, the responsibilities and the problems which faced the Procurement and Assignment Service in 1942 have carried over into 1943. Changes in emphasis occur, but these are gradual and related to the over-all situation. The recruitment of additional physicians to serve with the armed forces and the maintenance of essential civilian medical services are still our major responsibilities. During the past year, however, there have been important changes in the situation confronting us. A year ago we had what seemed to be an almost unlimited supply of physicians; the needs of the armed forces for medical officers appeared easy to fill; war industries were just beginning to draw workers and their families from far and wide; and there seemed no problem of providing medical care for the civilian population.

This year, an analysis of the physicians of the country revealed that the statement about our having 180,000 physicians was misleading; and that withdrawals from this group were already approaching the limit of the available supply. The figures show that we do have a total of approximately 180,000 physicians registered in the United States. Of course, however, approximately 15,000 occupy full-time positions in public health departments, medical schools, insurance companies, or other governmental or private agencies not engaged in the practice of medicine; 23,000 are over 65 years of age, and for planning purposes are counted as only one-third effective by the Procurement and Assignment Service; it is estimated also that approximately 5 per cent, or a total of 7,000 of the physicians under 65 are completely or partially ineffective; 3,000 are resident physicians in hospitals; and approximately 42,000 were in the armed forces on the first of January. This leaves only about 94,500 effective physicians remaining in civilian practice. On a basis of an over-all ratio of one physician for 1500 population, approximately 83,000 of this number are required to provide essential medical services for the civilian population. This leaves only 11,500 physicians who can be considered as still "available" from civilian practice. In addition, between 4,000 and 5,000 hospital interns and residents will become available for military service during 1943.

Recruitment for the Armed Forces

On the basis of their established tables of organization, the authorized expansion of the Army and

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Navy in 1943 would require between 40,000 and 45,000 additional medical officers. In spite of this, both the Surgeon General of the Army and the Surgeon General of the Navy have accepted the above computations as to the number that can be safely withdrawn from civilian practice and are willing to adjust their needs accordingly.

In accepting the recommendations of the Procurement and Assignment Service as to the number of physicians to be recruited from the civilian population in 1943, the Army and Navy have placed upon this Service, and through it upon the medical profession, the responsibility of recruiting available physicians up to this number.

As a guide in this recruitment, tentative state quotas for 1943 were set up. These quotas were based upon the physician-population ratio in the state after the 1942 quota was met. Credit was given for physicians recruited in excess of the 1942 quota, while deficits on the 1942 quota were added to the new quotas. According to these computations, 14 states have no quotas and only 15 states have quotas of more than a hundred physicians for 1943.

The fact that some of these states have had no second quotas does not mean that they should not supply any more physicians for service. Even in those states in which there is an over-all shortage of physicians, there probably are metropolitan areas from which some physicians can and should be released. If other areas within these states are critically short of physicians, efforts should be made to induce some of the available physicians to move into these areas. If they are unwilling to do so, they should be declared available for military service and persuaded to apply for commissions.

As a basis for revising these quotas and for future planning, State Procurement and Assignment Committees have been asked to reappraise the physicians remaining in their states as to their availability or essentiality, their age, professional qualifications, physical capacity, and family responsibilities. As soon as these surveys have been completed, summary reports will be sent to the Central Office of the Procurement and Assignment Service, and revision of state quotas will be made.

Some predicted that it would be difficult to secure the number of physicians agreed upon for the armed forces in 1943. They point out that most of those who really want to serve are already in service. This is doubtless correct, but we feel certain that many more will be willing to go when they are told that their services are needed. For others some persuasion may be necessary. As a whole, the medical profession has responded magnificently to our country's call. It is but a small minority who would place selfish interests above professional and patriotic responsibilities.

The time has come when every physically-fit, available physician under 45 years of age is needed to care for the boys who are risking their lives in the service of our country. In meeting this call, the medical profession must not and will not fail. As Dean Thorald Sollmann of Western Reserve University said to a recent graduating class in his medical school, "It doesn't matter much that someone else evades his obligation. Each must live with his own conscience; and he who has none is missing something. Patriotism is what you give, not what you get; and what you give, not what the other fellow gives or withholds. And if it should turn out, as it may in a topsy turvy world, that he gets the plum and you get the husks, well—, a good doctor can lead a useful and satisfying life anywhere and anytime without plums."

Milk Delivery Now Held Level

Consumers who find themselves unable to buy an extra quart or two of milk are reminded that milk sales in some areas have been limited by an order of the food distribution administration. This conservation program went into effect in the Twin Cities on November 1.

Explaining the operation of the present milk conservation plan, W. A. Dankers, extension marketing economist at University Farm, pointed out that milk dealers are permitted under the order to sell only as much fluid milk as they sold in June, and only three-fourth as much cream, cottage cheese, chocolate milk, buttermilk and similar byproducts as they sold in June. Since fluid sales of milk have been increasing steadily, they are being stabilized by FDA to help assure sufficient milk for manufacturing the cheese, butter, evaporated milk and milk powder required by the armed forces, as well as civilians, for good nutrition and balanced diet.

Under the order dealers can exceed their base sales quota by not more than 5 per cent during any month, providing they decrease their deliveries the next month by the same amount. Consumers generally will be able to purchase as much milk under the program as they have been buying in recent months. However, a definite brake is put on the tendency to increase the number of bottles that can be delivered to the back porch every morning.

Land Grant Body Requests Study of Postwar Defense

The Association of Land Grant Colleges and Universities, which includes the University of Minnesota, at a meeting in Chicago asked congress to study probable needs of the postwar era for national defense.

In a resolution enacted by its executive committee, the association said the commission would "make recommendations to congress for such plans as such a commission may consider necessary to implement these needs."

Association officials said such a move would aid colleges in planning to care for post-war needs of the army reserve officers' training program and the army specialist training program.

In a second resolution, the association directed its "military organization and policy committee to confer from time to time with the war department in order to make readily available the views of this association."

"Further," the resolution said, "that in order to become thoroughly familiar with the various problems involved in the operation of these programs, the said committee may, if it deems such action necessary, conduct a survey of all land grant colleges to obtain from members of the executive body and others information that should enable the committee to express adequately and comprehensively the views of this group of colleges."

C. B. Hutchison, Berkley, Calif., was elected president of the association.

Named members of the executive committee were Dr. W. C. Coffey, president of University of Minnesota, and C. A. Dykstra, president of University of Wisconsin.

Dr. Chapin Honored

Dr. F. Stuart Chapin, chairman of the department of sociology and the School of Social Work, has been named to a national advisory committee of the National Conference of Jews and Christians looking to the betterment of human relations. The board is made up of laymen, educators and technical experts. Its chairman is Dr. Henry Noble MacCracken, president of Vassar College.

Memorial Fund Being Gathered To Honor Hodson

Distinguished Graduate of Class of 1913 Lost Life on Way to Africa by Plane

A fund of at least \$25,000, with which to set up a project as yet only partly formulated to honor the memory of one of the University of Minnesota's most distinguished graduates, the late William Hodson, '13, is being sought by a committee of the friends and admirers of the late New York City commissioner of public welfare.

Professor William Anderson, classmate and friend of Hodson's, is acting as treasurer for a committee of sponsors that includes former Governor Herbert H. Lehman of New York, Former President Guy Stanton Ford; Mr. and Mrs. Edgar F. Zelle of Minneapolis, Harold Sweatt, '13, Gladys Harrison, '14, Miss Marguerite M. Wells, president of the National League of Women Voters and many more who will be listed later in this article.

"All his friends and acquaintances will recall with sorrow the tragic death of William Hodson last January 15th," writes Dr. Anderson. "He lost his life in an airplane crash in South America while on his way to help organize relief work for his country in North Africa.

"To perpetuate his name and help carry on his work a group of friends have established the William Hodson Memorial Fund at the University of Minnesota, his alma mater. The fund will be used to provide an annual lectureship at the University of Minnesota by some distinguished leader in social work or welfare administration, and one or more fellowships for students in the field. It is hoped that the lectures will be published for wide distribution.

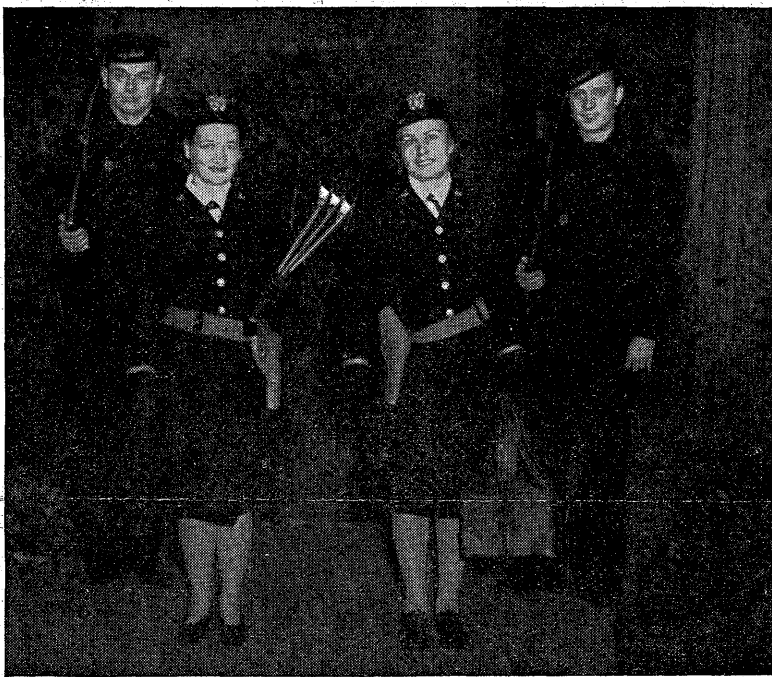
"Substantial initial contributions have already been received. The Board of Regents have established the fund, and the Graduate School of Social Work stands ready to administer the program. All depends now on the final size of the sum that is raised. The sponsors have set a goal of \$25,000. To pass it, as we hope to do, there will be need of many contributions, small and large, even some of over \$1,000, but every gift will count. On January 15th, next, we expect to publish the amount raised and the program for its use.

"Does this not suggest," he asks, "a way to make a Christmas or New Year's gift that will honor a great friend and distinguished alumnus of the University of Minnesota and promote the cause of social welfare work? A gift to this fund is one that will go on giving through the years. Checks should be made payable to the University of Minnesota, be designated for the William Hodson Memorial Fund and be mailed to The Bursar, University of Minnesota, Minneapolis 14, Minnesota."

Outstanding among many Minnesota graduates who have distinguished themselves in the field of social work, Mr. Hodson's rise in the welfare services was a rapid one until he reached the top rung in New York City as commissioner. In that career he made an international name for himself, and it was at the request of the recently retired governor of his state, Herbert H. Lehman, that he had started for North Africa. The plane carrying him, which went down in the Guiana jungles, also bore to their deaths a number of other well known persons.

In addition to those already named the present list of sponsors includes these names: Edith Abbott, professor social service administration, University of Chicago; Edward Dyer Anderson, M. D., Lt. Comm. USN; William Anderson, chairman, department of political science, University of Minnesota; Leo Arnstein, commissioner, department of welfare, New York City; Earle H. Balch, vice-president, G. P. Putnam's Sons, New York; Paul L. Benjamin, executive director, Public Charities Association of Pennsylvania; Sophonisba P. Breckenridge, professor, social service ad-

Payday Just as Welcome in V-12 as Anywhere



At top Ensign A. M. Bollard (WAVE) is shown handing out the pay to medical and dental students, assisted by, left, U. Lane and right, R. D. Adams, storekeeper 3C. Looking on behind is Chief W. O. Hamilton; below the paymaster's party is shown leaving the USS Minnesota for the Armory. Ensigns M. W. Wooldridge and A. M. Bollard, both packing pistols, are further protected by Storekeepers 3C, H. Miller, left and U. Lane, right.

State-Created Institute of Research Set in Motion With Montonna as Head

Established to Seek New Ways of Extracting Wealth from Existing Products

The Minnesota Institute of Research, provided for by the 1943 legislature, "to be operated under the control and supervision of the Board of Regents of the University of Minnesota" has been given formal organization by the Board of Regents at its meeting Nov. 20, President W. C. Coffey announced.

administration, University of Chicago; Frank J. Bruno, chairman, department of social work, Washington University, St. Louis; Charles C. Burlingham, former president, New York Welfare Council; Homer Folks, secretary, State Charities Aid Association, New York; Jane M. Hoey, director, Bureau of Public Assistance, Social Security Board; Fiorello H. La Guardia, mayor, New York City; George H. H. Lamb, editor, Pitman Publishing Co., president, Minnesota Alumni in New York; Robert P. Lane, executive director, Welfare Council of New York City; Addison Lewis, Addison Lewis and Associates, Minneapolis; Philip L. Ray, president, First Trust Company, St. Paul; Louis Towley, division of Welfare, State of Minnesota; Sigurd Ueland, general counsel, Ninth Federal Reserve bank, Minneapolis; E. F. Waite, former judge, juvenile court, Hennepin County Minnesota; Edgar F. Zelle, president, Jefferson Highway Transportation Co. and associate director, division of local transportation, Office of Defense Transportation.

The legislature provided \$10,000 a year for each year of the present biennium where the institute shall carry on "to assist in general research and in the discovery, development, promotion and coordination of methods for the utilization and development of the products and natural resources of the state through scientific research, and to aid further studies for the purpose of developing the industries and resources of the state."

The Institute of Research has been set up as a unit in the Graduate School with an advisory committee of six, with W. S. Miller, acting dean of that school, as chairman. Professor Ralph E. Montonna of the School of Chemistry has been named director of the institute.

Members of the committee, besides Dean Miller are Dean Clyde H. Bailey of the Department of Agriculture; Prof. J. M. Bryant of the department of electrical engineering. Prof. Frederic B. Garver of the School of Business Administration, Professor Thomas L. Joseph of the School of Mines and Metallurgy and Deon Samuel C. Lind, head of the Institute of Technology.

"The funds provided by the legislature will be used for the promotion of the researches contemplated in the stated purposes of the institute," President Coffey said.

Director Montonna stated that while the fund appropriated probably was thought of by the Legislature as an organizational fund rather than one to support an extensive program of research from the present amount, he and his as-

Many Alumni Of Architecture In War Service

Of 143 men graduated from the School of Architecture, University of Minnesota, in the period 1935-'43 with degrees in architecture, 66 are in the armed services, 46 are engaged in civilian activities, of whom 14 are employed by government agencies, and there are 31 of whom there is no current record, says a report by Roy Childs Jones, professor and head of the School of Architecture.

Of the 66 in military service all but six have been commissioned and hold rank up to those of lieutenant colonel and commander. Twenty are in combat services, 35 in engineering services, 11 in other technical and special fields. The largest group is one of 25 with the navy seas forces, chiefly in naval architecture, Professor Jones points out.

Of men employed by the government outside of the armed forces three are doing special war research, two, housing and planning; eight, building design and construction and one, miscellaneous. Twenty-two graduates are employed by private non-architectural agencies.

Professor Jones explained that records of those who graduated before 1935 are too incomplete to be significant.

Dr. Smith Speaks in North Dakota

Dr. Homer Smith, professor of industrial education, College of Education, spent Nov. 5 at Bismarck, N. D., and while there delivered three addresses at gatherings of the North Dakota Education association. He spoke before the general session in the morning and in the afternoon addressed the vocational education and the superintendents and principals' divisions.

sociates will immediately set about selecting programs on which to work.

Minnesota, he pointed out, has large unused resources and it will be the duty of scientists to find ways in which products of the mines and quarries, forests, and farms of the state can be utilized with profit.

Suggested studies will be outlined and submitted to the advisory committee for aid in selecting the first ones tackled, he said.

Dr. Montonna did not comment on the relationship between the Minnesota Institute of Research and the Northwest Research Institute, created some years ago, beyond saying that the earlier project was dependent on gifts from private sources for its support, and that these had not been forthcoming in any considerable amount. The resources of the state, on the other hand, are being placed behind the new program and the original appropriation of \$10,000, is expected to be increased by future legislatures.

Jesness Tells U. S. Advertisers Farmers' Status

Speaks Before National Association at Convention in New York

PROBLEMS NOT UNIQUE

Future Success of Enterprise Said to Call for Common Effort of All

The Association of National Advertisers, organization of businesses which annually spend many millions in what is called "national advertising," namely that of products universally offered for sale, recently heard Dr. O. B. Jesness, professor of agricultural economics, tell "What the farmer thinks of business." He spoke Nov. 18 at the association's convention in New York. Professor Jesness's address is herewith reprinted by his permission.

The subject assigned for this discussion may expose the speaker to a charge of false pretenses or even fraudulent advertising. In view of this, let me hasten to say that I hold no mandate from the American farmers which empowers me to read their thoughts regarding business and to transmit them to you on this occasion. However, may I also add that my position on this score is in no sense unique. In spite of claims which may be made to the contrary, no individual or organization has been appointed a spokesman for farmers generally. I shall, therefore, interpret the title of my discussion as an invitation to consider with you some of the relationships which exist between agriculture and business in our present-day economy.

You appreciate fully why no single individual is authorized to represent all business. There are too many kinds, varieties and sizes of business to produce any such unanimity. It is not so well understood, however, that agriculture includes a great diversity as well. The custom is to speak of the farmer as though he were a standardized individual. This is far from the situation in real life. Farming is a composite of many industries rather than being a single industry. The dairy farmer of Minnesota, the hog producer of Iowa, the wheat farmer of Kansas, the cotton grower of Texas, the citrus fruit producer of California, the market milk producer of New York, and the potato grower of Maine, each has his own set of problems and interests.

Nor is there standardization as to size of business. Most farm units, it is true, are individual or family units. That is, they are operated by an individual and much of the work is performed by the operator and members of the family. Corporation farming is the rare exception rather than the rule. The agricultural census shows a total of some six million farm units. However, these cover a wide range. One-third of the farm units provide somewhere in the neighborhood of 80 per cent of the farm products sold on the market. It is this segment of the farm population which is primarily concerned with prices in the market. It also is the one which is most important as a market for the products of other industries. A considerable share of the farm population merely lives on the land. This fact often is overlooked in glib usage of average farm income figures. It is well to bear in mind that such averages cover a wide range and hence are not too representative.

My impression is that city people often underestimate the ability and shrewdness of the farmer as well as the complexities of the farm business. It seems to be assumed that anyone can farm. It is true that there are many who manage to keep body and soul together on the land, but the modern farm is a complex business which calls for extensive knowledge in many fields and for the exercise of keen judgment.

What Farmers Do for Us
The population depends upon the farmers for their food supply, much of their clothing materials and some industrial raw materials. The shortages created by the in-

Jesness Talks To Advertisers

Continued from page 1, column 5

Increased demands of the war period have brought home to the consumer the importance of the role which the farmers play. Business need not be concerned with processing or handling of farm products or supplies to have a vital interest in farm problems and their solution. The emphasis placed upon cost of living in connection with wage rates is an illustration of the interest which every employer has in the adequacy of the food supply and the efficiency of its production and distribution.

But please note that this is by no means your only interest. The farming population constitutes about one-fourth of the total. When you include those living in villages and smaller cities in agricultural areas, and the urban population engaged in processing and handling farm products, well upwards of half of the total has important concern with agricultural activity. This is a market which industry cannot afford to ignore. You are vitally concerned with the economic status of this important part of the market regardless of the nature of your product or service, and whether or not farmers are your direct customers.

Nor is that all. You have an important stake in public policies and administration. You cannot afford to ignore the interests and attitudes of rural people relating to questions in this sphere. Please understand, however, that the reference to the importance of farmers' thinking regarding public questions is not intended as a suggestion to business that it has an obligation to mold and shape that thinking. What I am trying to impress upon you instead is the importance of your study of farm problems and attitudes for your own information and guidance in the conduct of your affairs.

Politicians have long enjoyed telling farmers that the way to bring about national prosperity is to increase the income of farmers. Without in any way minimizing the importance to national well being of having a prosperous agriculture, let us take a look at the other side of the picture. The consuming population constitutes the market for the farmer. He is vitally concerned with the "condition" of that market. The war has demonstrated the truth of this assertion most effectively. Increased employment and consumer incomes have expanded demand for farm products to the point where shortages have developed in spite of increased output.

How Business Can Best Help

Business organizations and individual business concerns have evidenced considerable interest in farm problems in the past. Businessmen have not always been overwhelmed by modesty in prescribing for the ills of farming. Without decrying this interest or efforts put forth by business in behalf of agriculture let me say with all of the emphasis I can command that the most effective way in which business, industry and labor can help the farmer is to do their utmost to see that non-agricultural activity and employment are maintained at the highest possible level. As far as the farmer is concerned, there is no substitute for full production in other lines. He needs active production and employment to supply a good market for his output and also to keep open opportunities for productive employment for excess farm population.

It may be well for us at this point to examine briefly some of the outstanding differences between the behavior of agriculture and business under changing economic conditions. When we encounter a period of depression, the characteristic reaction of industry is to adjust its output to the reduced demand. Prices tend to be maintained but income is curtailed because of the smaller volume. Agriculture, on the contrary, maintains output and takes its beating in the form of lower prices. The reason why we consume about as much food per capita in depression as at other times is that the farmers put the same volume on the market and have to accept low prices in order to dispose of it when demand is depressed. It is important for us to keep in mind the distinction between consumption, which is expressed in terms of physical quantity, and demand, which involves price as well as amount. Demand for farm products depends on consumer incomes; consumption is determined largely by the amounts farmers produce.

Many seem to have the notion that the difference in behavior be-

Two Retired Faculty Men Pass Away

Two widely known professors emeriti of the University of Minnesota faculty have died during the past month, Dr. Everett Ward Olmstead, for many years head of the department of romance languages, and Dr. A. A. Stomberg, long professor of Swedish language and literature and subsequently head of the department of Scandinavian languages and literature.

A member of his department has contributed the following statement on Professor Olmstead:

Professor Olmstead was born in Galesburg, Illinois, on May 12, 1869. He attended Knox College and then went to Cornell University in Ithaca, N. Y. He received the degrees of Ph. B. and Ph. D. from Cornell. He traveled extensively in Europe and in 1918 the degree of Litt. D. was conferred upon him by Knox College. He was decorated by the King of Spain with the Royal Order of Isabella the Catholic in 1922 and in 1937 he was made a Chevalier of the Legion of Honor.

Professor Olmstead published extensively in the text-book field in both French and Spanish. His thesis on the Sonnet in France was pioneer work in a new field. He also published in 1901 the best text of the comedies of Marivaux and in 1907, he brought out his definitive edition of the Legends, Tales and Poems of Bequer, the first critical study of Bequer and still an outstanding piece of scholarship.

Professor Olmstead came to the University of Minnesota in 1914 at the invitation of President Vincent to reorganize the Department of Romance Languages. Under his wise administration, the department grew from a staff of eight to one of twenty-five and the standards of scholarship kept pace with the growth of the department.

He worked untiringly for the welfare of his department. And to those closely associated with him, he was not only a leader but also a friend to whom one could turn for advice in any situation. He had an especial gift for preserving harmony in the department; and his urbanity and kindness saw to it that all his staff were more than simply satisfied, they were happy to serve him as their chief.

Always wise, always tolerant, always understanding, truly his spirit will be for those who knew him and who were associated with him the spirit of the guide, philosopher and friend.

A. A. Stomberg

Born in Carver county, not far from Minneapolis, Dr. Stomberg spent his early years on a farm and attended Gustavus Adolphus College, from which he was graduated in 1895. Subsequently he returned there as a teacher and was on the faculty for nine years before being brought to Minnesota by President Cyrus Northrop. Dr. Stomberg taught at Minnesota for 31 years. Among his many writings was a History of Sweden.

He was also widely known for his interest in societies and organizations, national and regional in scope, dealing with the history, culture, and literature of Sweden and Swedish America, and was editor of many series of publications dealing with those subjects. During the first World War he was a member of the treasury department's bond-selling organization in the Ninth Federal Reserve district.

After retirement Dr. Stomberg lived for two years in San Francisco and taught evening classes in that city for the University of California. After returning to Minnesota, which he found he preferred, he had a connection with the Institute of Swedish Arts on Park avenue as well as continuing other interests.

Dr. Stomberg was 72 at the time of his death.

tween industry and agriculture are due to differences between the farmer and the industrialist. This is not the explanation. The real cause is found in the differences between farming and industry. Let us imagine for the sake of illustration, that automobiles are made in small shops operated by individuals and that most of the work in those shops is performed by the operator and his family. Let us suppose also that a good share of the materials needed to make the cars is produced in the same shop. What would happen when a depression came along and it became impossible to sell the usual number of cars at the customary price? Put yourself in the operator's place. Would you cut price or output? The answer, of course, is price. To stop production would deprive you of a market for

Hodson and Memorial Worker



Prof. William Anderson

Dr. Anderson, head of the department of political science, is treasurer of the group which is raising a fund to honor Mr. Hodson's memory.



The late William Hodson

your labor and materials. You would be better off individually by keeping on producing as long as the price you received covered more than your out-of-pocket costs. That is exactly the situation in which the individual farmer finds himself, and he, therefore, continues to produce. He has no inducement to lay himself off. His production is such a small drop in the bucket of total supply that he has no incentive to cut production in order to maintain price.

I need not describe industry and business to an audience such as this. You know that relatively large-scale units characterize industry. In many cases, products are sold in a special market and are identified by brand. General Motors does not merely sell automobiles. It sells Chevrolets, Pontiacs, Buicks and Cadillacs. The decisions of the individual business concern often have an important bearing on its market. Industry is a buyer of its raw materials. It depends on hired labor.

One result of these differences in organization and behavior is that in agriculture price is the flexible element while in industry it is production which is flexible, and price tends to be maintained. The latter is the case with organized labor as well, so that depression expresses itself in unemployment rather than in lower wage rates.

Where Farmer Gets Pinched

But farmers experience unfavorable effects of price and wage rigidities in other lines. For one thing, costs of distributing farm products are not reduced quickly. Marketing margins tend to be inflexible so the brunt of the lowering of price necessary to move the available supplies of farm products during depression falls largely on the farmer. Moreover, the farmer finds himself confronted with continued high costs of equipment and supplies at times when his purchasing power has been reduced by low prices. His only way out of this dilemma is to cut costs, or in other words, to do without. In consequence, the manufacturers of farm implements, fertilizers and other farm needs, find their outlets drastically curtailed and their employees discover that their work opportunities are seriously limited.

Farmers may be inclined to assign more power to organized control in other lines than the facts warrant. The grass usually looks more luscious on the far side of the barbed wire. Farmers may exaggerate the gains from price and wage maintenance because they tend to overlook the reduction in income to industry and labor which results from curtailment of output and employment. We may grant that this is the case and still point out that the controls in the hands of business and labor leaders impose responsibilities on that leadership. I shall come back to this later.

There has been considerable discussion over whether or not farmers have more in common with industry and business than they have with labor. Farmers who operate their own farm business encounter problems similar to those of other lines of business. They produce for market. They know what it means to be confronted with the problem of meeting costs and securing a return for themselves. Their relation to labor is more often that of employer than of employee. However, this does not mean that farmers may not have a sympathetic interest in some of the problems of the workers. Farmers often feel a lack of equality in bargaining power in selling

their products or in buying supplies for use in farm production. This is an important explanation for the existence of cooperative marketing and purchasing associations among farmers. Their own experiences in the market place help them appreciate some of the inequalities confronting the workman who attempts to carry on wage negotiations with the large employer. I believe it fair to say that farmers rather generally recognize the need for collective bargaining by labor, but that does not mean that they are necessarily sympathetic with all of the measures employed or all of the ends sought. They would rather have capital and labor settle their differences around the conference table than to interrupt production by staging strikes. They become particularly impatient with labor disturbances which interfere with the flow of farm products to market as these may result in losses to farmers.

Rural legislators in various states have taken an active interest in enacting legislation aimed to bring about settlement of disputes. Business, however, should not mistake this as a sign that farmers stand ready to throw their weight on the side of the employer. I do not believe that most farmers want the right of collective bargaining by labor destroyed. They want that right exercised with due consideration to the interests of the public. Distrust of some of the labor leadership must not be interpreted as affection for business management.

The growing of crops and the raising of livestock may give farmers a greater appreciation of the importance of production than that gained by many others. In our complex economic society, it becomes easy for many to conclude that we live by working. Farmers know that it is not work, but the product of work which is important. Many farmers therefore display little patience with endeavors to "make" work, to prolong jobs, or to collect for services which they view as nonessential. They are not inclined to have much time for labor disputes of a jurisdictional nature. They are skeptical about requirements which appear to aim at creating jobs rather than to produce output. But it is also reasonable to add that farmers are not enthused over some of the tales which come to them about cost-plus excesses and extravagances in war plants. They recognize that unproductive and wasteful practices by others mean greater costs to them.

The Wage Rate Problem

While the present discussion is not concerned primarily with the attitudes of farmers towards labor, it may be in place to refer in passing to the interest of farmers in wage rates. Labor representatives seek to impress upon farmers the idea that high wage rates benefit agriculture because such rates provide incomes with which to buy farm products. This is not without merit, but the farmer may point to some important qualifications. Are wage increases the result of efficient production, or do they lead to higher unit costs and hence to higher prices for the things which farmers must buy? The farmer is also interested in knowing whether the high wage rates are purchased at the price of extensive unemployment or have been obtained by means of artificial restrictions. What the farmer is interested in is not merely wage rates for those employed, but incomes of his customers generally.

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ASTP Graduates Number 1,500

Approximately 1,500 enlisted men have been graduated from units of the Army Specialized Training Program in the United States and have been assigned to a wide variety of responsible duties in nearly all arms and services of the Army, the War Department announced today.

At the end of October, approximately 140,000 soldiers were enrolled in the ASTP at 222 educational institutions. Early in 1944, these soldier-students will complete their courses in greatly increasing numbers. The 1,500 already graduated and assigned constitute more than half the number who entered the inaugural term of ASTP April 12, 1943. They are men who entered at advanced levels, and because of background and aptitude were able to absorb the required training in a relatively short time.

Two hundred graduates have been assigned to Army Air Forces medical and psychological examining units and will process aviation students, who are screened for aptitudes and qualifications early in their training. More than 100 were assigned to Army Service Forces, where they are conducting a classification survey. Some have gone to the Sanitary Corps, and are performing their duties in such a manner that the Surgeon General's Office is increasing nearly four-fold its requests for ASTP graduates in that corps. Assignments to the Corps of Engineers have included civil engineers, chemists, chemical engineers, mechanical engineers and architects. Several hundred graduates in medicine, dentistry and veterinary medicine have been appointed in the appropriate corps of the Medical Department.

Many ASTP soldiers are being given responsible overseas assignments.

The program includes various courses to fit the soldiers for several types of special duty in the various arms and services.

A number of graduates have been selected for officer candidate schools, among them the Transportation Corps O.C.S. and the Corps of Engineers O.C.S. The Army Specialized Training Program is not to be regarded, however, as a sure road to a commission, as ASTP graduates must compete with all other enlisted men for selection to fill the few vacancies in the O.C.S. Although the trainees' chances for advancement are enhanced by successful completion of their courses, with officer training a possibility, the primary aim of the program is to train soldiers for the highest duties they are capable of performing in specialized fields where the Army has greatest needs.

Postwar Boom For 'U' Sighted

The University of Minnesota, its student body reduced nearly two-thirds by the war, will regain its peacetime magnitude quickly after victory and have at least 21,500 students, more than ever before, on its campus by 1950, Dr. Walter C. Coffey, president, told Traffic club members recently.

Two years ago, said Dr. Coffey, Minnesota had 19,378 students in all classes and was second largest university in America.

"Today the number of civilian students is 7,204, after a wartime drop paralleled by other universities," Dr. Coffey said. "But Minnesota is a war institution now and there are over 4,000 service men on the campus, receiving training in more than 20 special army and navy courses.

"The university really has two large student bodies and 20-odd smaller ones, since each group of army and navy trainees must be taught, housed and fed separately. The school serves 582,000 meals per month, all its housing is occupied, and all other facilities operate at capacity."

The 21,500 campus students in 1950, Dr. Coffey explained, will not include those coming from foreign lands, of whom there will be more than ever before, since education sought abroad is destined to increase steadily in importance in the world of tomorrow with its closer international relationships.

"There will be two student bodies," he said. "One will be girls and boys from high schools, who formerly made up new enrollment each fall. The other will be students returning from war and war jobs to complete education—older people with added experiences which we shall have to consider."

Lind Sees Early End of Supply of Trained Technologists for Industry

Dean Also Deplores Secondary School Lacks in Certain Fields

Selective service policies under which only engineering students who are within 24 months of graduation are deferred until they complete their courses mean that the stream of technically trained young college graduates available for industry, men for whom industry is seeking as eagerly as ever, will be reduced to a trickle in the near future, says Dean Samuel C. Lind of the Institute of Technology, University of Minnesota.

No diminution of the demands of industrial concerns for trained young men has as yet become evident, Dean Lind said. Meanwhile, at the University of Minnesota the usual order of class size has been reversed, with the present senior class the largest and the freshman class, smallest.

The decreased pool of young engineering talent will become readily noticeable after the December and March graduations at the university, he said, on which occasions considerable numbers of students who have been taking accelerated courses during the past eighteen months will receive their degrees. Most of the freshmen now entering engineering courses become 18 years of age during their first year, and thus eligible for the draft.

Dean Lind's remarks refer only to the civilian students in technology. Considerable numbers of engineering students are attending under the Army's ASTP and the Navy's V-12 programs, and some of these are freshmen inducted at age 18 but ordered to further engineering training in uniform. These men, however, will be Army or Navy engineers and as such will not be available to meet the demands of industry.

The difference between the Army's policy with respect to engineering students, and those in medicine and dentistry, who are kept on to the end of their courses results, he believes, from the fact that the armed services have a constant need for officers in its services of health but employs only engineers with certain types of training, and these not necessarily in the special fields demanded by industry.

"The gap that industry is going to face in its incoming specialized personnel results in part from the fact that it was not organized to express its collective voice to selective service," Dean Lind said. "Individual industries are hardly in a position to argue the matter out with the government and have not been inclined to do so."

He pointed out that many industries are in every sense parts of the war effort, citing the manufacture of synthetic rubber, penicillin and anti-malaria synthetics as chemical ventures of the first importance to the army and navy.

'U' to Face Man Shortage
Universities as well as industries are beginning to be hit by the shortage of trained young men, said the dean. At Minnesota in chemistry all graduate students are now on government research or hold jobs as teaching assistants, indicating that one or the other of these activities would have to be restricted if there were any fewer men available.

The claim sometimes heard that industry is overbuilding its research staffs with an eye to the postwar situation is not supported by facts, Dr. Lind said.

Another condition militating against the development of an adequate and constant supply of skilled men in engineering fields, said Dean Lind, is the weakness of secondary school preparation in such subjects as mathematics and physics. On this subject he said, in a recent talk dealing with engineering education in wartime:

A Gap in Engineering Teaching
To deal with some of the most glaring gaps in our educational system that the war has brought to light it is necessary to go back of engineering education into our secondary school system and back of that into its history in the last half century.

In 1890 only 6 per cent of our youth between 15 and 17 years were in senior high school. By 1934 this percentage had risen nine-fold to 54 per cent. During the same period the enrollment of those taking a subject in the high school basic to engineering in college—I refer to Physics—dropped from 19 to 6.3 per cent of the total in high school in the same age group.

What does this mean, you ask? Gentlemen, it means that while we were becoming the greatest and

richest nation in the world—for no other country could ever afford to have more than half of its youth up to 17 in high school—we shamefully neglected our richest resource in the education of the future generation.

Without attempting to examine the causes, some of which are only too obvious, or to discuss here the remedies for this situation, let us look at the consequences in the present. It means that in all the efforts that have been made to give a quick training to the hundreds of thousands of technicians needed, we were constantly running into the stumbling block that those who are needed and who ought to be ready for this quick and elementary training simply did not have the foundation in elementary mathematics and physics—yes, even arithmetic—to build on.

Well, you ask, how about the students who do go into technology and become successful engineers, where do they come from? From the same mill but after a severe sifting process. By raising the entrance requirements to the upper half of high school students who have had high school mathematics through algebra and solid geometry, we get material about half of which is able to attain a bachelor's degree in engineering or science after four or often five years of study in college. And in many cases some high school mathematics must be given in the University. But the war-time effort to draw in students from other fields of study for elementary training as technicians has been badly hampered by the lack of any adequate background in mathematics or physics, which should have been acquired in the high school.

Another area of training which represents perhaps the largest gap in our system of technical training at the secondary level is that of systematically training mechanics and technicians. You may think we have the finest in the world. True, but far too few. And have you stopped to think how many of the best were trained in Europe and are approaching the age of retirement? They are not being replaced. We have become a white-collar nation too rapidly, as perhaps is shown by our 54 per cent in high schools. Better if many of them were getting good mechanical training. The lack of a sufficient number of schools prepared to give this training has left us short in other fields than elementary mathematics and physics. In the Twin Cities we are fortunate in having the Dunwoody Institute and good technical high schools. But nationally our situation is bad and all a part of the same picture—of a faulty and poorly planned secondary school pattern. We should see to it that these faults in our school system are corrected and not continued into the postwar period. It is one of the many lessons of the war which we should not forget.

To provide quick specialized training for war plant workers, including women, the Engineering, Science, and Management War Training courses have been conducted in many colleges and secondary schools under the supervision of the U. S. Office of Education. In the first two years work a million were trained in about 50 subjects, a very substantial contribution. Special short courses are also being given for the Army and Navy in specific fields—at Minnesota for machinists' and electricians' mates.

Wood for Fuel Seriously Short

Minnesota faces a serious fuel-wood shortage this winter unless woodlot owners in the state are able to produce more wood this year than they did in 1942, says R. N. Cunningham, area forester.

A recent survey made by the Lake States Forest Experiment Station indicates that production will be 50 per cent short of estimated requirements. Commercial cutting of wood for fuel has fallen off rapidly during the past year due to labor shortages and higher profits in handling more valuable forest products. Coal and oil supplies will not be sufficient to meet any increased demand.

In spite of farm help shortages and the greatly expanded food production program, woodlot owners are being urged to make every possible effort to produce fuelwood this fall. "Get rid of inferior material now while the markets are good and the fuel so greatly needed," says Mr. Cunningham. "Cut

Directing New Research Institute



Dr. R. A. Montonna

Intercultural Study Unique

Said to be a new field in university education, a course in "intercultural education" has been developed at the University of Minnesota by Miss Marie Lien, assistant professor of art education.

The purpose of the course, in a nutshell is, says Miss Lien, to "re-evaluate the things on which we have based our impression of other peoples."

In other words, she is endeavoring to get away from the stereotypes, often far from flattering, that have been in existence for many years and have often dominated the general idea of groups from which America's foreign-origin population is formed.

Thus, if effect, Swedes do not live exclusively on a diet of lute-fisk; not all Dutchmen wear baggy pants of Delft blue and go about on silver skates, nor do Mexicans necessarily deserve the description of "greasers."

Miss Lien believes that not only has the public been widely misled by these stereotypes, but that descendants of the various groups are to some degree likely to accept certain customs and ideas of the old world as typical forgetting that the countries overseas may have changed almost as rapidly as has our own, if not even more rapidly. In modern Sweden, she points out, with rapid transportation and mechanical refrigeration, it is no longer necessary for one to eat cured fish of the lute-fisk type, and this one-time staple of American people of Swedish origin is on the decline. Why Swedish people should be any more sensitive about a liking for lute-fisk than New Englanders are over a fondness for dried cod, of which they are proud, she does not explain.

Miss Lien's course was begun in summer session and won a wide acceptance, with four students from Canada, one from New Mexico, one from Montana and 21 from Minnesota and adjoining states. She is now preparing to offer it in extension and expects it to be in the regular curriculum during spring quarter.

She aptly describes the course as one in the study of twentieth century facts as opposed to nineteenth century "carry-overs."

At Columbia University there are workshop courses along the line of her subject, she explained, but as far as she knows hers is the only one taught as a regular subject in the curriculum.

trees for their best use—save small healthy ones for future growth. Do not butcher good saw logs and tie cuts for fuelwood, but utilize all tops and cull trees for this purpose."

Early cutting to permit seasoning is important. Green wood contains 25 to 45 per cent water. This extra moisture reduces the heat value about one-sixth.

Among the best Minnesota woods for fuel are oak, hickory, locust, maple, cherry, birch, tamarack. Pine and other light woods are good for kindling or for use in mixture with heavier fuels.

Dr. Watson Honored

Dr. Cecil J. Watson, head of the department of medicine in the University of Minnesota Medical School, will be president of the Central Society for Clinical Research during the coming year. Dr. Watson's election was announced following meetings of the society recently concluded in Chicago. The society covers the north central states.

Journalism Heads Get Quarterly Ready for Press

Three offices in Murphy hall are both professors' headquarters and editorial offices. Right now, Ralph D. Casey, editor; Mitchell V. Charnley, managing editor, and Ralph O. Nafziger, editorial board member, are completing work on the December issue of The Journalism Quarterly.

This magazine, published by the American Association of Schools and Departments of Journalism and the American Association of Teachers of Journalism, is devoted to reporting current research in the field of journalism.

Since 1935 Dr. Casey has been editor and Mr. Charnley managing editor of the publication. Fred L. Kildow, assistant professor of journalism, is business manager. The staff of The Journalism Quarterly includes journalism instructors from colleges all over the United States.

ROTCs Schedule Indoor Matches

Annual indoor rifle matches for educational institutions which give ROTC or other Army-supervised military training are being held this academic year as in the past, the War Department announced today.

Schools and colleges in the nine service commands and the Military District of Washington are eligible to compete.

The matches, instituted to develop marksmanship and "a wholesome spirit of rivalry," are divided into three phases: (1) Intramural matches, held from October 1 to December 31, to determine the standing of students and units of each school; (2) Intercollegiate matches, held from January 1 to March 15, between schools in each service command; (3) National Intercollegiate Matches held between March 16 and April 16.

The National Intercollegiate Matches are conducted under the supervision of the National Board for the Promotion of Rifle Practice, War Department, Washington, D. C. Each participating team has from 10 to 15 members, at least 10 of whom fire in each competition.

Contestants for the national matches are reported to the service command commanders who in turn must report them to the NBPRP by March 15.

The national matches consist of four stages, with one stage fired each week. Competitors, using a specified amount of ammunition supplied by the War Department, fire 22-calibre rifles at official targets furnished by the NBPRP. Individual teams fire on their home ranges.

Targets for each week's shooting in the national matches, signed by the competitors and properly certified by the witnesses and supervised officer, are returned to service command headquarters for official marking. The results are reported each week to the NBPRP and to the competing institutions.

Prizes, in the form of certificates will be awarded this year by the NBPRP, instead of the customary trophy to the winning team of each group and the medals to its firing members.

State Educators To Study Our Junior Colleges

Place of junior colleges in Minnesota after the war and their role in relation to the state university and the state department of education will be studied during the coming year, it was decided at a meeting of Minnesota Junior Colleges Deans' association meeting at the University of Minnesota.

As part of the public school system the junior colleges come under supervision of the state department of education.

While enrollment in these colleges, fourteen in number, has decreased, the demand for postwar education is expected to be so overwhelming that they will have a great deal to do, R. R. Shumway, assistant dean of the College of Science, Literature and the Arts pointed out.

Among those who took part in the discussion on the campus were E. M. Weltzin of the state department, representative deans, and Dean Shumway, who spoke as chairman of the university's committee on the relation of the university to other institutions of learning.

'U' Authorities Issue Book on Northern Fishes

The long-awaited book on the fish life of Minnesota and similar areas, "Northern Fishes," has at last rolled off the presses and is ready to tell the residents of one of the fishingest states in the country just what the finny life of its streams and lakes is like. It is ready for distribution by the University of Minnesota Press.

Professor Samuel Eddy of the university's department of zoology and Thaddeus Surber, long connected with the State Department of Conservation, are its authors.

As a contribution to knowledge of the state's natural attractions it parallels in a general way such other university works as "Trees and Shrubs of Minnesota," and "Spring Flowers of Minnesota," both by Rosendahl and Butters. Attractively produced on good paper with many illustrations in black and white or in color, it is, however, a less extensive work than Dr. Thomas S. Roberts' "Birds of Minnesota."

Following a foreword the book is introduced with an essay on fishing entitled, "A Fisherman's Luck," which is a lively, though brief, discussion of the usual methods of taking fish in Minnesota waters, together with suggestions as to the feeding habits of the various species as a guide to the baits and methods best for the fisherman to use.

In the chapter, "Fish Production and Its Management" and the following two essays, "Lake Dynamics and Lake Improvement" and "Stream Improvement," the authors give the results of a series of scientific studies, mostly made within the past ten years, in which the various types of lake, the varieties of fish best suited to those types and the accepted methods of improvement were examined.

A detailed account is given of the problem of oxygen supply in the waters of Minnesota lakes and streams, which is, by and large, the problem governing survival of fishes and dictating the numbers that will be found in any lake. For example, waters that become partially choked with decaying vegetable or animal matter lose so much oxygen in the process of decomposition that fish life is seriously impeded. In other lakes, where conditions lead to a normal aquatic plant life, existence of the plants is an encouragement to abundant fish life, many of the food creatures for them living in the clumps of rushes, reeds and underwater plant life. Furthermore, healthy water plants release oxygen into the water on days when the sun shines. In winter, with less sunshine and the water obscured by heavy layers of snow, considerably less oxygen is released and it is fortunate that most fishes are semi-dormant at that season, in which condition they consume less oxygen. Means of remedying oxygen depletion is considered at some length. This was the problem created in the Mississippi river below South St. Paul by the decomposition of waste animal materials from the packing plants.

After outlining the rich, natural fish-producing areas of a state having 5,637 square miles of fresh water lake surface besides many streams and rivers, Eddy and Surber point out that many changes in the original habitat have taken place, some good and some bad. They say: "The conditions of Minnesota waters are changing rapidly. Power dams are being built, creating lakes in rivers. Once-drained lakes and swamps are being restored by dams and diversion ditches thus adding more waters for fish life. Over a period of years forests have been threatened, not merely through the activities of the lumberman but more seriously by fires which have likewise affected the lakes within these areas. Happily there is a vast area of unutilized land in the northern and northeastern counties, large blocks of which are still heavily forested and are dotted with innumerable lakes and streams in which relatively undisturbed fish life can be perpetuated indefinitely. In the central lake region forest fires have been few and have exerted little influence on lake conditions—In the prairie region both lakes and streams have been affected—obviously conservation measures must be taken."

Twenty-seven families of fishes are described in as many chapters in the latter three-quarters of the book. These families are the lampreys, paddlefish, sturgeon, garbowfin, mooneye, herring, smelt, whitefish, salmon, and trout, suck-

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National Advertisers Hear Farm Problem Outlined

Continued from page 2, column 4

This is merely another way of repeating that what farmers want is the fullest possible nonagricultural employment at productive work so that a satisfactory income may be earned by people generally.

Farmers cannot see much opportunity for the exercise of monopoly privileges by themselves and need not be expected to favor the use of monopolistic controls by either business or organized labor. The farmer lives in a competitive world himself and is inclined to look askance at concentration and controls in other lines.

The farmer commonly is viewed as being highly individualistic. There is a tendency to regard this as a human trait of which the farmer is said to have a disproportionate share. As a matter of fact, the farmer is made out of the same clay as the rest of mankind. He is not inherently different in his makeup. The apparent individualism is an outgrowth of his calling rather than of his birth.

What then, can we say about the farmer's attitude towards government programs to adjust agricultural output and raise prices? Being human, farmers are not averse to efforts of the government to improve upon the farm price and income situation although there are, of course, many differences with regard to details because of the great variety of interests represented within agriculture. Farmers do not welcome government efforts to regulate or adjust their production with the same enthusiasm. They like to have government improve their prices, but prefer to determine their own production program. I might remind you that the farmer is by no means alone in this attitude.

The situation which the country finds itself in connection with its endeavors to control inflation is characterized by a similar attitude. The sentiment for holding inflation in check is strong, but farmers are seeking higher prices on their products, labor wants higher wage rates, business wants greater profits, while the opposition to higher taxes appears general. Here we have a beautiful illustration of wanting to eat our cake and have it too. Oh, to be sure, each one of us does a good job at proving, to our own satisfaction at least, that our particular demands are just and proper. Farm spokesmen point to the level of wages paid in some of our war industries as an illustration of greater gains to labor than to agriculture. Labor leaders point to rising living costs and usually speak in terms of rates of pay rather than of wage payments received. Farm leaders tend to forget that there is a "Little Steel Formula" while labor is trying to set it aside because it acts as a barrier to higher wage rates. Both seem to forget that inflation control is for their protection.

Are Aware of Inflation Dangers

My impression is that there are many farmers who see the dangers to them of a runaway inflation much more clearly than the utterances of some farm organization leaders might suggest. One frequently hears farmers say that farm prices in general are satisfactory now if costs only are kept in line. I have an idea that farmers by and large have discussed problems of inflation control in their farm meetings more generally than have labor and many other groups and that they have given greater thought to its control. However, pressures on Washington today are largely in the direction of upsetting rather than supporting controls. Some of those who are so vociferous in their demands for higher prices and wages and in their objections to higher taxes today probably will be equally vociferous in demanding that the government come to their rescue in a subsequent period of deflation. The postwar outlook is darkened considerably by the current inflationary threat. Business might well recognize this more clearly and help to make controls more effective.

Earlier in the war persons from Washington, New York and other eastern centers used to take apparent delight in claiming that the country did not know there was a war going on. I am glad that foolishness has ended. The people know there is a war going on. Service flags in a goodly proportion of the homes of the land show how close the masses of our people are to the war. There is one point, however, on which many still suffer delusions. They have the notion because war increases activity and employment, and pushes the national income in terms of dollars up to record heights, that war

makes us prosperous. We forget the cost side of the war picture. We become so engrossed with the 140 or 150 billion dollar income we expect in 1943 that we overlook the nearly 100 billion we are spending on war. We want a larger share of the former, but shun our share of the latter. I as afraid business will have to accept its share of the blame for lack of realism on this point.

Reverting to government farm programs to influence price it might be well to note that such programs quite generally have been justified on the grounds that business and labor are organized in such a way that they are able to exercise controls over prices and wage rates. Attention is called to the fact that business has been permitted to organize and establish controls and that the intent to strengthen the hand of organized labor has been plainly evident in governmental policies. After all, it may be well to remember that the present administration played the role of obstetrician to the NRA before the AAA saw the light of day. Businessmen who voice their disapproval of governmental farm programs should remember that the best way to keep such programs from assuming a more prominent role is that of developing production in other lines on such a scale that farmers will be assured of an active and adequate market for their products and will not find it necessary to ask government to come to their rescue.

Industrial Curtailment Hurts Farming

A point which businessmen should not overlook is that farmers suffer a loss of markets when industry curtails operations and employment. The individual farmer is unable to follow the example of industry and tends to look to government to come to his aid. Curtailment of agricultural output is a plausible remedy. However, it is no real cure. The latter can be found only in measures which restore production in nonagricultural lines. Responsibility for developing and employing such measures rests with industry and labor rather than with agriculture.

As suggested earlier, it may be that farmers ascribe greater power to organized control in business than is actually the case. However, the fact remains that there is widespread question among farm people with respect to how that power is being employed. While there is room for differences of view with regard to the degree of control exercised by business, there can be no real dispute over the existence of such controls. Policy decisions are concentrated in relatively few hands in modern business in comparison with the millions in agriculture. The same is true of organized labor. The activities of general farm organizations supply no parallel control for agriculture. While farm organizations may have considerable effectiveness in bringing pressure to bear on legislative and executive branches of the government, they have no opportunity to play any very direct part in decision making as such.

The controls reposing in business and labor leadership involve some real responsibilities which cannot be dodged. The management of large concerns has direct responsibility for deciding upon price, production and employment policies. Whether this responsibility is exercised in a narrow, self-protecting, devil-take-the-hindmost manner, or as real economic statesmanship is of importance to the farmers and the rest of society.

Perhaps some of you are building defenses in your mind against this line of reasoning. Maybe you are saying to yourself that "if only I could have the floor for about three minutes, I would answer this argument." You might tell me that the individual concern, no matter how large, is faced with a cost structure over which it has little control. By itself, it is well nigh powerless to do anything about its market when depression sets in. With this, I would find it difficult to disagree. But I would still maintain that when a business gets big, running to the storm cellar may not be enough.

Factors in an Answer

I do not profess to have a ready-made answer. I do know that the welfare of agriculture as well as the rest of society will not be adequately served unless we learn how to utilize our resources to the highest possible degree for the satisfaction of man's wants. I take it that no one in this audience believes that we can have over-production generally in the sense that we can produce more of everything than man wants. We

had agricultural surpluses during the 1930's mainly because of lack of adequate production and employment in nonagricultural lines. An examination of your own earnings and dividend records of that period shows what lack of activity does to business.

In an economy of specialization such as we have today, the needs of one constitute the market of the other. Production creates both an effective demand and the products for supplying demand. The steel industry, the automobile industry, the farm machinery industry, or any other, cannot hope to be the David to slay the Goliath of depression inactivity by itself. What we apparently need is unified action, perhaps with government participation, by business and labor leadership to this end. This means unified action to serve the ends of general welfare rather than those of special privilege. What the farmer wants is to have you use your powers of control for maintaining and expanding production rather than for curtailment of output.

I suspect many farmers would say that business needs to rethink some of its programs. Take the matter of improved efficiency of production as an illustration. Industry has made wonderful strides in this regard. Have the results of these improvements always been shared with the consumers in the form of lowered prices as quickly as possible? May not business have made the mistake at times of holding back more capital than needed for expansion and thereby limiting the market needed for such expansion?

How much merit is there in the charge that patent controls have been used for monopoly ends rather than for public benefit? The question is rhetorical and I hope does not elicit a defensive answer, even in your thinking. What farmers would like to have you do is to re-examine your policies in this regard because your actions affect them.

What made this country great? Its resources? Yes. But the natural resources were here before the white man arrived. Clearly, it was made great by the use which man made of these resources. This country was made by men who were willing to pioneer, in other words, to venture. Some say the frontier now is gone and those days are over. The physical frontier in the form of new land and fighting the Indians is gone but does this mean that pioneering is gone? I hope and think not. But pioneering from now on will by force of circumstances be more of the large-scale business order than that of single-handed combat.

"Will to Venture" Must Continue

The hope of farmers must lie in the belief that the will to venture is not extinct. Yes, I know some of you may say that present taxes prevent the accumulation of "venture" capital and the threat of government interference and regulations curbs any move in this direction. I doubt that broad generalizations of this sort carry much conviction to the farmers. Taxes are high, to be sure, but war costs are even higher. I have seen statements of businessmen which went down the line to prove that every kind of tax must be drastically reduced. Is this realistic? Large numbers of farmers are now included in the income-tax dragnet. They are becoming acutely conscious of war costs. They believe in paying their debts and they expect the nation to pay its debts. Do we not need to be realistic and face the task of working out a tax system which will meet the costs rather than to concentrate on dodging our share?

My guess is that you can get considerable support from farmers for special tax consideration for "venture" capital providing it is clear that such capital is appropriately named. I am afraid too much of the plea on behalf of "venture" capital comes from stockholders who want larger personal dividends. This cannot expect much sympathy from farm people.

Farmers are forced to assume risks constantly in their business operations. These include not only the uncertainties of climate and the threat of disease and insects, but also that of price and markets. Farmers aim to use the best judgment possible in planning their programs, but know that they cannot eliminate all of these uncertainties. It is, therefore, not unnatural for them to expect that other lines will remain willing to take some chances. Farmers are vitally concerned with the foresight and courage with which business and industry will tackle postwar problems. As already indi-

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T. E. Steward, Editor, 14 Administration Building
University of Minnesota, Minneapolis—14

Willey Urges Link Between War Courses, Postwar School

cated, their market within the United States depends upon activity and employment. Their foreign market will be determined largely by the world situation and by the trade policies of our own country. Will our businessmen shrink from trade and try to hide behind a barrier of trade restrictions or will they engage in trade and assist in providing capital and other aids for its functioning and development? The answer is important to agriculture. An important share of the responsibility belongs to business leadership.

Talk about the future of private enterprise is rife today. Some appear convinced that its death knell has been sounded. It should be clear to everyone that private enterprise is on trial. One risk it cannot afford is to "muddle" through another severe depression. War has provided people with an object lesson in the effectiveness of government expenditures in providing employment and creating activity. The point is made over and over that if we can spend hundreds of billions on war, surely we can spend to avoid unemployment. To be sure, the person in the street often fails to keep certain distinctions clear. During war government spends money for war materials it needs. There is no dearth of outlet for the things it buys. If government expenditures are going to be equally effective in creating vast employment in times of depression, they must apply to goods and services which are needed by the citizens. We can neither afford nor tolerate extensive leaf-raking or boondoggling projects. But the other variety of activity cannot be developed very extensively without encroaching upon the field normally viewed as the province of private endeavor. The only sure way of avoiding such a development is to conduct our affairs so that employment and production are provided otherwise.

Dominant System Must Succeed

This places a responsibility on leadership of business, industry, labor, agriculture and government to work together and plan together for the use of the human and natural resources placed at our disposal for the highest possible satisfaction of men's wants. If private enterprise falls down on the job, it may find itself replaced by some other system which may come into being because of the failure of private enterprise to measure up rather than because the new represents any basic improvement. Modern dictatorships have not suddenly burst into full bloom out of nowhere. They trace their origins to promises to help people out of the slough of despond. It is not safe to assume that "it can't happen here."

If I interpret the thoughts of farmers correctly, most of them are not ready to give up the system we have. They do want to see it constantly improving, however. It is not enough for you to have faith in private enterprises. That faith must be translated into programs of action to serve the interests of mankind. That is the challenge before all Americans today. It is a challenge which can be adequately met only if we have the courage to fact facts and to build programs to serve the welfare of mankind. My belief is that agriculture stands ready to do its part. It wants to know whether business, industry and labor are prepared to do theirs. Building a better country, a better world, a better life, is a cooperative undertaking which demands the best efforts of everyone. Let us make that our goal.

Frank L. Corriston Police Chief's Name

Burton L. Kingsley, state senator for the university district, calls attention to the fact that in its story on the retirement of Herman Glander it referred to Police Chief

How to knit the great technical training programs of the armed forces into professional training for postwar life, is one of several problems of first magnitude confronting American higher education, Malcolm M. Willey, University of Minnesota vice president, told the engineers' club at its weekly meeting, as reported in the Daily Times, Minneapolis.

The war-time technical training, Willey pointed out, is addressed to the immediate business at hand—carrying on the war, but it is higher education of a fundamental type.

The coming job of universities and colleges will be to round it out and fill in the gaps, so that the training programs will not represent educational wastage.

The armed forces are demonstrating techniques and methods of education which the colleges are watching closely, Willey said. Men are being taught by intensive drill to speak a foreign language fluently in a few months, where it took years in a standard curriculum.

Other impressive short cuts are being demonstrated. To what extent these intensive methods can be adopted into standard education is also being studied.

Predicting that the postwar years would develop the greatest demand for college training the world has yet known, the university executive said he believed that the federal government would contribute a great deal to the demand by assisting its soldiers in completing their education.

But the colleges will have to adjust themselves to the greater maturity and wider experience of the veterans as compared to the normal undergraduate, he said.

Need for better teaching has been brought home to the colleges, Willey said. "We have assumed in the past that a man with a Ph.D. degree knew how to teach," he added. "But that has not proved to be the case. We are going to have to teach them to teach others."

Issue Book on Northern Fishes

Continued from page 3, column 5

er, minnow, catfish, mudminnow, pike, eel, killifish, troutperch, pirateperch, sea bass, perch, sunfish, silverside, drum, sculpin, stickleback and codfish groups.

Illustrations in color are a page plate of trout, a page plate showing the northern pike and muskellunge, one showing the largemouth and northern smallmouth black bass and one depicting the pumpkinseed and the bluegill. Practically all of the other fishes are shown in black and white plates.

Frank Corson when it should have named Chief Frank L. Corriston. Senator "Bert" points out that Corriston was a very prominent citizen in his day, an attorney who became commander of I Company, Thirteenth Minnesota Infantry, and led them in the Philippine insurrection under the late General, (then colonel) C. McC. Reeve. Senator Kingsley has reason to know as he enlisted in the 13th as a kid, but was mustered out when it was learned that he was too young. Chats is going to have Herman take a speech course in evening school so that he will not pronounce Corriston to sound like Corson.

Tells Music's Help to Production

How planned industrial music can increase production and improve employee morale was described by R. W. Roddy of the Twin Cities Ordnance Plant when he addressed the Twin City Society of Industrial Engineers Thursday at 7:30 p. m. in Coffman Memorial Union. "Music in the Manufacturing Plant" was his subject. He gave statistics of production results achieved with the help of music. Prof. E. Laitala presided.

Minnesota Flax Called Basis for Linen Industry

Study by University Chemists Shows Process to Utilize 2,000,000 Tons of Straw

There is no scientific reason why the 2,000,000 tons of seed-flax straw produced in Minnesota and the nearby states of Montana, North and South Dakota each year can not be made the basis of a linen industry producing textiles ranging all the way from toweling up to that used in the finest linen handkerchiefs, say scientists who have been conducting a University of Minnesota experiment.

Dr. R. E. Montonna, recently named head of the Minnesota Research Institute at the university, with Dr. Lloyd H. Reyerson and Elias Amdur, research fellow, are ready to report on the work, which was financed with funds provided from the Graduate School by Dean Theodore E. Blegen.

Assuming the utmost possible production from the northwest's flax straw, of which most is now wasted, something like 20 percent, or 400,000 tons of linen thread might be made, a figure probably in excess of total world production today and not, of course, advanced seriously as a likelihood of the early future.

The flax plant grown in Minnesota for seed, basis of the linseed industry, is the same, basically, as that from which the fine linens of Ireland and the low countries is made, Dr. Montonna explained. It has, however, been selected for seed productivity, and is therefore considerably shorter, and more branching. Straw of European linen flax is about 36 inches long, whereas Minnesota-Dakota flax seldom exceeds 18 inches in length and has a 12-inch minimum. Another difference is that the straw in this area would be somewhat more mature and stiffer at harvest time, because it must stand until the seed is ripe. The difference here would not be great, however, as European flax is grown to maturity, though not necessarily to seed ripeness. Small use is made of the Minnesota flax straw at present, although some goes to North Carolina, where it is manufactured into cigarette papers and some fiber is extracted for use in packing furniture. There is also a fiber carpet industry that uses some coarse fiber.

In the European production of flax fiber the stalks are retted in streams or tanks. This cannot be done in Minnesota, Montonna points out, because cold weather comes on so soon after harvest. The process he suggests here is that the stems first be "broken" between corrugated rollers, which would yield as straight, untangled fiber about 35 to 40 percent of the weight of the straw. This would then be put into another machine that would roll it into a very loose twine, 12 to 18 inches in length. This would then be "degummed" chemically, producing at that point about 20 percent of the original weight in linen fibers that would be spun into yarn.

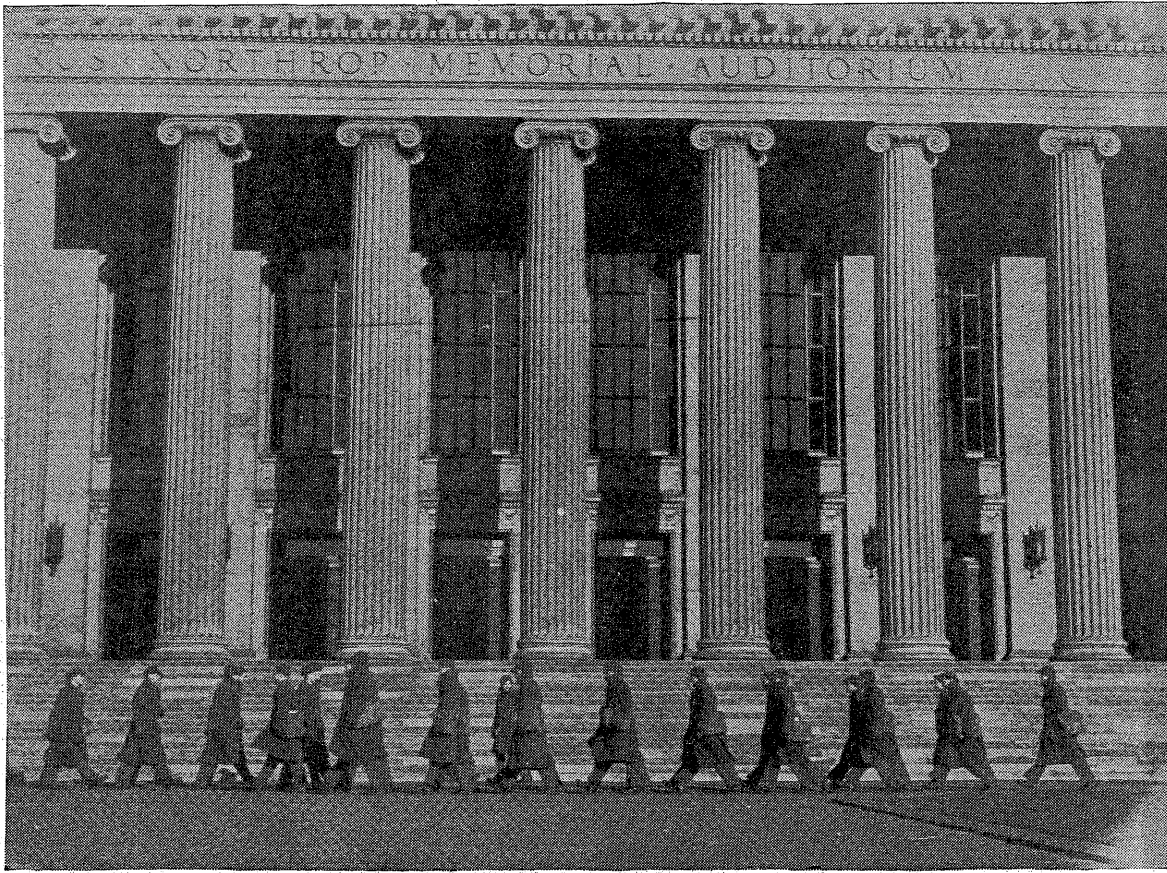
The researchers in chemical engineering at the University of Minnesota have built their own spinning machine, and the resulting thread has been woven at the department of home economics, University Farm, under the direction of Professor Ethel Phelps.

Linen yarn, Dr. Montonna explained, is measured in "leas," these being the weight of one pound spun to different lengths. Thus "100 lea" yarn would be a pound spun to the length of 300 yards. Heretofore, he said, yarn of about 30 lea measure had been the finest ever spun in this country, but in the Minnesota experiment, 100 lea yarn has been produced. This can be woven into cloth fine enough to make the finest handkerchief.

Strength of the yarn is obtained by multiplying the lea number by the breaking strength in pounds. The Minnesota workers have produced yarn as strong as any that is mentioned in the literature, wherever produced.

An interesting aspect of the research is a washing project, by

Soldiers March Past 'U' Auditorium in Winter Sun



State Neuropsychiatrists Devise Test To Reveal 9 Abnormal Traits in Man

"Multiphasic Personality Inventory" Attracts Wide Attention Among Scientists

"Tell me what you eat and I'll tell you what you are" ran the slogan of an old advertisement, its point long since forgotten.

But Drs. Starke R. Hathaway and J. Charnley McKinley of the neuropsychiatric division, University of Minnesota Hospitals, are much more thorough and very much more scientific than that. In their "Minnesota Multiphasic Personality Inventory," which has attracted much attention recently in the medical world, they have a matter of 550 little questions to ask you, if you need their attention, which tell what a person is to a degree that may surprise him.

Purpose of the test, which is published by the University of

Minnesota Press, is to help a physician or a personnel worker to ascertain the presence of personality traits that have led or well may lead to disabling psychological abnormality. It is called multiphasic because it is designed to provide, when finally completed, a single test yielding scores on all the more important phases of personality.

One who takes the test will be asked to divide the 550 cards, each bearing a printed question, into three piles indicating that with respect to himself the answers to the questions are true, are false, or that he cannot say.

While some of the questions are so simple-seeming that the layman fails to find significance in them, the way in which each is answered tells its story to these experts in neuropsychiatry. Patients who produce too high a pile of "cannot say" show something about themselves. Certain questions are put in to determine whether the tested person is lying in a proportion of his replies. There is also a validity or "F" score serving as a check on the probable validity of the whole record, either because the subject was careless or unable to comprehend the items or because someone made extensive errors in entering the items on the record sheet.

Drs. Hathaway and McKinley have also evolved a slick method for determining the subject's status with respect to each of the nine major personality traits which they recognize. After the

Continued on page 2, column 3

which Professor Phelps is trying to determine the wearing qualities of textiles made on the campus. Some have already been subjected to ninety washings and are still strong.

It is Dr. Montonna's idea that mass production methods might make it possible to produce good linen for as little as one and a half times the cost of cotton goods. If this can be accomplished he believes it will result in a tremendous increase in the use of linen, a commodity every housewife wants for towels, table use, blouses, suits and the like.

"We have now reached the point where it would be worth someone's while to build a small-scale commercial mill with a capacity of about 200 pounds a day," he said. "That is the smallest unit that would be commercially feasible, but it could be made profitable under proper conditions."

Scientifically and botanically speaking, he says, there is no reason why an American linen industry could not be based on north-west flax. One factor to be mentioned is that farmers would have to be persuaded to cut the seed heads off the straw instead of threshing it. Threshing would twist the fibers so badly as to produce an inferior product.

"Shoddy" fibers remaining after the best linen material had been extracted would also find uses, either as paper fiber, as insulating material, if fire-proofed, or in the manufacture of plastics.

Dr. Montonna said he had had the idea for the project since about 1926 but had pressed for financial support only about two years ago, when it was forthcoming from the Graduate School.

'U' Lecture, Concert Jobs Consolidated

Three University of Minnesota activities concerned with the engagement of lecturers, concert artists and similar performers, have been consolidated under one head as the University of Minnesota Concert and Lecture Bureau, President W. C. Coffey informed the Board of Regents at its December meeting.

James S. Lombard, now head of the correspondence study department in the General Extension Division, will become director of the bureau as of July 1, 1944, the start of the next fiscal year.

The immediate occasion of the consolidation is the forthcoming retirement as of June 30, 1944, of Mrs. Carlyle M. Scott, originator and manager of the University of Minnesota Artists Course, which has been offered on the campus for many years, and of Haldor B. Gislason, head of the Lyceum, Visual Instruction and Drama Department of the Extension Division, which has served small communities throughout the state in booking entertainments.

On recommendation of Malcolm M. Willey, vice-president for academic administration, the engagement of convocation speakers was added to the functions of the new bureau, a service which Mr. Willey has performed for the past 13 years. During that period university convocations, held most Thursdays at 11:30 a. m. in Northrop Auditorium, have drawn audiences of students, faculty and townspeople that seldom fell below 1,500 and have sometimes filled the auditorium to its 5,000 capacity. They are free and are heard by other thousands over station WLB.

Explicitly, the duties of the new bureau will be as follows: (1) administration and responsibility for the lyceum activities of the General Extension Division; (2), management and promotion of the University Artists Course; (3) booking of all university convocations, both during the regular academic year and in the summer session; and, (4) integration of these activities with academic departments to achieve the maximum educational benefit from them.

Mr. Lombard has had many years of experience in lecture and lyceum work and is at present the president of the National School Assembly Managers Association and secretary of the International Lyceum Association.

President Coffey Sends Greetings to Men in the Services

President W. C. Coffey has sent his personal greeting to nearly 10,000 recent University of Minnesota students who are in the armed services and to members of the staff who are on leave of absence for war work. The Christmas greeting sent in 1942 drew responses from students and staff all over the world.

The greeting for 1943 was a leaflet showing on one side a montage of photographs of the University of Minnesota, and inside a brief, cheery and earnest message from Dr. Coffey.

President Coffey also sent the message to members of the faculty and staff who are remaining at Minnesota.

World Guidance Now Joint Task Seymour Asserts

No One, and No Two, Powers Can Any Longer Keep Peace and Order

NEW GENERATION'S JOB

"New World" Will Only Begin Its Evolution at War's End, He Says

Approximately 750 degrees were granted by the University of Minnesota at fall quarter graduating exercises in Northrop Memorial Auditorium the evening of December 16. It was the largest midyear graduating class in history, many having coming to the point of taking their degrees at that time because of accelerated courses that kept them working through the summer. In the total were unusually large numbers graduating in engineering, in medicine and completing the course in military science.

Gideon Seymour, vice-president and editorial editor of The Minneapolis Star-Journal, delivered the commencement address, "A Task for Our Time," in which he told the graduates that this war must be won by their generation, which must also take the larger part in building the better world that must lie ahead. He indicated many of the world problems of today in a clear and powerful exposition, and pointed to many of the paths he believes mankind must follow if peace and its concomitants are to be won and preserved.

Mr. Seymour said: The biggest fact in the lives of all of you who are being graduated in this class is the war. Many of you will go directly into one of the armed services. Others will take up civil tasks directly related to the war. Most of the rest of you will step at once into places which are waiting for you because war has thinned out the country's human resources.

Some of your elders can meet war's necessities half-way; they can still hold, with modifications, to patterns of living which they created for themselves two or ten or more years ago. But not you. This is inevitably your war. Every other fact or argument about it is now secondary as far as you are concerned. It is being fought and is going to be won by your generation. The world which emerges from it is going to be one which your generation, more than any other, is going to shape.

Don't let anybody tell you that that world is being shaped for you. It is true that decisions being made at Teheran and Cairo, and in Washington and Moscow and London and Chungking and elsewhere, are shaping its outlines—but only tentatively. The generation ahead of yours can only indicate the direction in which it believes peace and progress to lie. It cannot make commitments which will bind you if you think it prudent to alter or disregard them. Indeed, the real concern of its leaders has been and is to make sure that your generation will not be pre-committed to slavery, or to anarchy.

The world you inherit is going to be a malleable world, heated white in the forge of war. It is going to be a more malleable world, I venture to believe, than any since the world of the fifteenth century, when western man struggled to his feet after a thousand years of fear and bondage and lifted his head out of the long chaos of the Dark Ages.

Out of that world of 500 years ago came the Renaissance, and the Reformation, and then the Industrial Revolution which brought mankind, in the Nineteenth Century, to the highest plateau of peace and prosperity and liberty that it had ever known.

But man does not live on plateaus for long, and it is not going to be the lot of your generation to live on a plateau. The next plateau lies up ahead somewhere, attainable perhaps—if you play your part well—by your children or grandchildren. And you would not be content to return, if you could, to yesterday's world and to pre-

Continued on page 4, column 1

Work of John S. Curry Examined In New Volume by L. E. Schmeckebier

Review by Distinguished Art Critic Praises Both Artist and Author

Much attention has been attracted in recent weeks by a new book on art, "John Steuart Curry's Pageant of America," of which Laurence E. Schmeckebier, chairman of the department of fine arts, University of Minnesota, is the author. The department is in the College of Science, Literature and the Arts.

Professor Schmeckebier's work has been published by the American Artists Group. Some of the material on Curry was gathered by the author when he was still at the University of Wisconsin, from which he came to the University of Minnesota, and where Curry has been artist in residence for some years past.

"Minnesota Chats" reprints herewith a review of "John Steuart Curry's Pageant of America" written by Thomas Craven, distinguished art critic, and published in the book review section of the New York Herald-Tribune of Nov. 21. Craven wrote:

The position of John Steuart Curry among the leaders of American art is no longer a matter of speculation. At the age of forty-five—a mere youth as artists go—he has proved himself the outstanding genre painter of our times and has achieved in this and other departments a number of pictures which, it is safe to say, may be called masterpieces. It is too early, of course, for the definitive book on a man now in his prime, but it is in order that the course of his life, thus far, and the circumstances of his development be authentically recorded while the documents are fresh and accessible. Professor Schmeckebier has many qualifications for the job. He is essentially a delver and fact-finder, with an eye for details and an abhorrence of inaccuracies; he has patience and scholarship, and best of all, as a former member of the art staff of the University of Wisconsin, now at Minnesota, he was intimately associated with Curry, who, since 1936, has been attached to the university as artist in residence.

In possession of all the data, including the artist's own accounts of the genesis of his paintings, Professor Schmeckebier has omitted nothing of importance. His book is divided into two parts: the first a biographical study; the second an elaborate analysis of the artist's works and the conditions under which they were produced. Curry's interspersed comments on his aims and ideals, and on the place of the artist in the social scheme of things, shine out like gems of the first water. In addition the book is completely illustrated with hundreds of reproductions ranging from the painter's juvenilia and first professional efforts, which were done for magazines, to the tremendous conceptions of his maturity.

The struggles and tribulations of John Curry during the early stages of his career were by no means exceptional. They seemed, in fact, to follow a pattern common to artists in the modern world; but in the consistency of his development he is almost unique. Born and raised on a Kansas farm, with the demon of art at work within him from childhood, he left the land for the art school and supported himself in his student days by menial labor. After veering into illustration, where he was fairly successful though wanting in cleverness, he went off to Paris to learn how to paint.

On his return to America, penniless and discouraged, he renewed his contacts with the Middle West, and on the exhibition of his canvas, "Baptism in Kansas," suddenly found himself famous. Material rewards, however, came slowly and he worried along somehow for five years before realizing the dream of all artists—economic independence. Secure at last and solidly established in his profession, he has during the last decade moved from triumph to triumph in the fields of wall decoration, animal painting and landscape.

Curry's career, in contrast to that of his contemporaries, has followed without deviation a straight ascending line. He was never snared by the technical rebuses of cubism, never succumbed to the influence of Cezanne, and never confused mechanical processes with experiences. As a boy on a Kansas farm, he attempted to portray the intimate facts of farm life; as a mature artist, he painted the same subjects and won great renown. The subjects were important to

him, as his interpretation of them is important to the understanding of American civilization. He accepted his subjects as a part of his birthright, impregnated them with the living stuff of his experiences, and raised them to a high form of art.

"My sole interest and conception of subject matter," he has said, "deals with American life, its spirit and its actualities. In this day, religious pictures are not demanded by the church nor by the people, and purely decorative painting has little appeal. I have had no difficulties with my subject matter—that is, with the selection of it. Nor have I been alarmed by the fear that my art would not conform to the prevailing esthetic fashions, knowing that there is no subterfuge of mannerism in which to hide deficiencies."

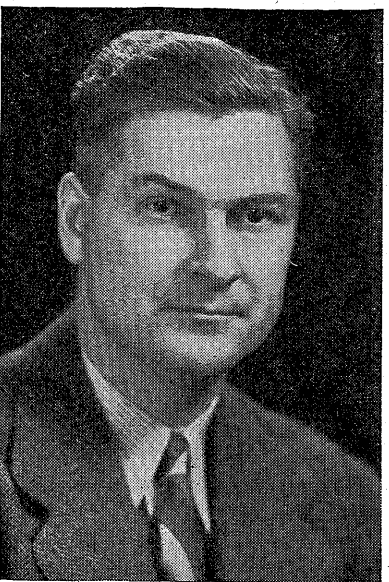
It is true that religious painting or, more exactly, ecclesiastical painting, is practically extinct, but it is also true that Curry's finest pictures are fundamentally of a religious nature. He has remarked in this connection that his style was formed on the King James version of the Bible, meaning that his approach to his themes was colored by the religious preoccupations of his people; that the battle against nature as he had known it in his boyhood on the plains was comparable to the elemental conflicts described in the Old Testament. The poetry of his conceptions springs from the depths of his own spirit. He is no moping visionary depending on the specious frauds of improvisation—he believes in getting his facts straight and, that done, in letting his imagination take its course. Thus in all his works he proceeds from things directly experienced, or from events and phenomena directly related to the background in which he had been an active participant.

An inspired painter, Curry's work is uneven, rising, at its best, to the peaks of grandeur, and occasionally lapsing into looseness and uncertainty. But the body of his best performances is substantial and various, containing in the field of landscape such masterpieces as "The Line Storm," one of the most dramatic canvases in modern art, and "Wisconsin Landscape," a large picture rich in the poetry of the fertile earth. From his murals I may cite the figure of "John Brown," monumental and terrifying, and "The Oklahoma Land Rush" of the Department of Interior Building at Washington, concerning which critical Secretary Ickes has written, "Present and future generations cannot help but appreciate the portrayal of early American life which Curry's imagination has created." Nor can future historians ignore Professor Schmeckebier's painstaking and admirably coherent record of Curry's life and work with illustrations selected and arranged to paint the progress of the artist throughout his whole career.

V-Mail Volume Breaks Records

The volume of V-Mail exchanged between the United States and American Army personnel overseas during November broke all previous monthly records, the War Department announced today.

The Army Postal Service handled 40,428,360 V-Mail letters in November, of which 18,970,412 were mailed from the United States and 21,457,948 were received from soldiers overseas. It was the first month that the use of V-Mail by soldiers exceeded that used by the public.

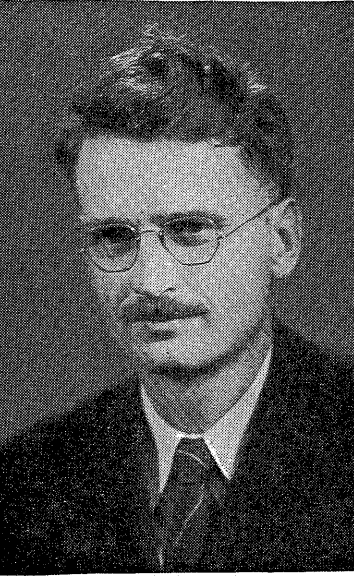


Prof. Laurence Schmeckebier

Neuropsychiatrists Develop New Tests



Dr. J. C. McKinley



Dr. Starke R. Hathaway

Continued from page 1, column 3

replies of the subject have been transferred to a master record with large "Xs" to indicate the "yes" answers, the operators take transparent sheets of tracing paper on which similar "Xs" have been placed to indicate the characteristics of persons with a marked degree of the personality trait they are seeking. Obviously, a high correspondence between the symbols on the standard sheet and those on the subject's record indicate his tendency toward that trait.

The authors of this interesting test are perfectly willing for one to read the questions, but they are reticent when asked what the three possible replies to a question may indicate.

Now, for example, here are some of the questions:

"I would like to be a journalist."

Ouch!

Doggone it, I wonder if what I always suspected about this business is true.

Now your correspondent would say that if one wanted to be a journalist and went and was one, he would be normal, but Drs. Hathaway and McKinley will not tell. This is a brake on freedom of the press and probably unconstitutional.

"At times I feel like swearing."

Well, even an amateur can see through that (or can he?).

"I am afraid of being alone in a wide open place."

"If I were an artist I would (should, doctor) like to draw flowers."

"I would like to be a singer."

"No one cares much what happens to you."

In other words, the questions are greatly varied and of high interest.

The test is still being developed and will ultimately cover even more ground than it does at present. The personality characteristics now scored are hypochondriasis, depression, hysteria, psychopathic personality, masculinity-femininity, paranoia, psychasthenia, schizophrenia and hypomania.

Say the authors:

"A high score on a scale has been found to predict positively the corresponding final clinical diagnosis or estimate in more than 60 percent of new psychiatric admissions. This percentage is derived from differentiation among clinic cases, which is considerably more difficult than differentiation of abnormal from normal groups. Even in cases in which a high score is not followed by a corresponding diagnosis, the pressure of the trait to an abnormal degree

Unique Translation of History Produced by Minnesota Writers

Grid Writers Honor A. A. Stagg

Amos Alonzo Stagg, College of the Pacific football mentor, has been named football's "Man of the Year" by the Football Writers Association of America. With Fielding H. Yost of Michigan and the late Dr. Henry L. Williams of Minnesota, Stagg built the great midwestern interest in football which for years has been a mainstay of the game.

Seventy-eight per cent of the votes went to the eighty-one-year-old "Patriarch of the Pacific," who was varsity coach at Chicago forty-two years before going to the College of the Pacific in 1933.

John L. Griffith, Western Conference commissioner, was runner-up, followed by Angelo Bertelli, Notre Dame quarterback before he joined the marines early in November.

The selections were announced by Bert McGrane, of "The Des Moines Register and Tribune," Association secretary.

Stagg will receive a plaque and will take possession of a trophy, inaugurated last year, on a new-year basis. Lieutenant Commander Tom Hamilton won the honor last year, when he was in charge of planning the program for the Navy's pre-flight schools.

Stagg never has been farther from football than the sidelines since he pulled on a pair of quilted pants at Phillips-Exeter Academy sixty years ago. After a year at the academy he entered Yale and became so great a football star he was named end on the first Walter Camp All-America team in 1889.

Stagg was coach at the Y. M. C. A. College in Springfield, Mass., for two years before going to Chicago when the university was founded in 1892. He became known as the "Grand Old Man of the Midway" during his years there before he was forced to retire in 1932 by a university rule requiring retirement of faculty members at the age of seventy.

He declared at the time, "I feel good for fifteen to twenty years more of active service," and within a few months was coaching at the College of the Pacific in Stockton, Calif., one of many schools that made offers for his service. His Pacific teams enjoyed great success. One of Stagg's thrilling moments was in 1938 when, at the age of seventy-six, he took his team to the University of Chicago for a post-season game and Pacific won, 32 to 0.

in the symptomatic picture will nearly always be noted.

"The Inventory as a whole was designed partly to lessen the conflict between the psychiatrist's conception of the abnormal personality and that of psychologists and other professional workers who must deal with abnormality among more nearly normal persons. Many of the words in common usage, for example, apply to personality traits not easily carried over to the abnormal and not having clear-cut abnormal implications. The commonly-used terms introversion-extroversion, neuroticism, and inferiority are examples of concepts rarely having specific value in practical psychiatry. The Inventory was also devised in the hope that it might be nearly universal in both its interpretation and its applicability to individual cases. It is for this reason that we have provided checks upon the validity of the answers given by each subject, so that scores may be interpreted with a fair degree of confidence even if they are obtained from individuals with very poor school experience, low mentality, or incapacity due to psychological illness."

Among the 550 questions, incidentally, are about 200 not at present clearly identified with certain personality traits but which the authors believe will be found to have significance after continued use.

The Inventory is having a wide use in all of the armed services and by industrial and other personnel workers as well as clinical use by psychiatrists and physicians who wish to obtain a psychological picture of certain patients during diagnosis.

In discussing the Inventory Dr. Hathaway pointed out that funds for the tremendous amount of clerical work going into its production came from Graduate School Research allotments and from WPA payments to clerical workers. Much validating data was contributed by the University of Minnesota staff in neuro-psychi-

Mrs. Babcock and A. C. Krey Prepare, "Deeds Done Beyond the Seas"

Two Minneapolis people, a woman whose first book is being published when she is upwards of 70 years of age, and a University of Minnesota professor, are authors, as translator and annotator, of one of the earliest and most famous volumes in the history of modern culture.

It is "Deeds Done Beyond the Seas," written nearly 800 years ago by William, Archbishop of Tyre, a volume which, as the standard history of the crusades, was to be found in all the great houses and castles of medaeval times and during the renaissance and actuality has been a chief source of information about the crusades right down to the present. The archbishop thought of his book as a history of the Kingdom of Jerusalem, which was established upon the capture of Jerusalem by the First Crusade in 1099, and of which Archbishop William, one of the most cultivated men of his time, was chancellor as well as archbishop.

Authors of the volume are Mrs. Willoughby Babcock, 2405 Lake of the Isles Blvd., Minneapolis, the translator, and Dr. A. C. Krey, professor of history in the University of Minnesota, whose field is medaeval history. Dr. Krey provided the historian's annotations. He gives great credit, however, to Mrs. Babcock, whose translation was made from the original Latin of William of Tyre.

Mrs. Babcock, now 78, did not get into scholarly work until her family had grown up. She then attended the University of Minnesota and took her bachelor's degree in 1918 and a master's degree in 1920, specializing in Latin and history. When the greatly increased student body began attending the university after the last war the department of classics called on Mrs. Babcock to teach and she remained a member of the faculty until 1932.

The fascinating story of the crusades and the Kingdom of Jerusalem was called to her attention while she was a member of a seminar course in the history of the crusades conducted by Professor Krey, and she enthusiastically undertook the long task of translating the famous book. Evidence of the excellence of the translation and annotation is that it is being published in the "Records of Civilization" series of the Columbia University Press. It will appear on December 28.

Dr. Krey records that "Deeds Done Beyond the Seas," originally written in Latin, was of such great interest that it was soon translated into French, then the second language of practically all Europe. The work had been done so well that other writers, telling of later crusades than the archbishop had recorded, anonymously added their chapters to his work. The French version was so universally used that the Latin version was nearly forgotten and one Italian friar, thinking the French version was original, translated the book back into Latin for the convenience of scholars who did not know French.

William Caxton, celebrated for having introduced the printing press into England, translated into English and printed that part of the book that deals with the First Crusade and a similar translation into French from Latin was made by Guizot, the French statesman and scholar.

The Archbishop of Tyre's work is said to set forth clearly the conditions within the Kingdom of Jerusalem which led to its loss to Saladin in 1187 when that great Moslem leader recaptured the city. The author, however, had died two years before the actual recapture took place. Among crusaders who later tried to recapture the city was Richard the Lion Hearted, king of England.

As produced by the Columbia University Press the book will be in two volumes, with a total of 1,100 pages.

Assistance was also derived from other Minnesota psychologists, Professors Paterson, Williamson, Darley and Longstaff being mentioned.

"Chief value of the Inventory," Dr. Hathaway added, "is that it identifies those who have become or will become abnormal. Persons taking it who make a high score on abnormality are certainly abnormal. On the other hand, those who score as normals are not necessarily proved to be normal. It is not designed to prove of a person that 'there is nothing the matter with him.'"

Blegen Heads Board to Help 'G.I.' Discussions

Dean of Graduate School, on Leave for Task of Providing Data

The task for which Dean Theodore C. Blegen of the University of Minnesota Graduate School is in Washington is that of directing preparation of informational pamphlets to be used by soldiers in boning up for the informal discussion groups which are rapidly becoming popular in Army camps both at home and abroad. Details of the project, of which the first announcement was incomplete, have been made public by the War Department's bureau of public relations, Press Branch.

"Responsibility for preparation of the pamphlets has been placed in the hands of the American Historical Association," the release says. "It is expected that the first series of pamphlets will be released early in 1944. To take charge of the work of preparing the pamphlets the association has established the Historical Service Board, an editorial staff composed of experts in diversified fields of education—history, economics, political economy and sociology. The board guarantees the accuracy of the information in the pamphlets.

The eagerness with which troops are engaging in the discussion of domestic and world problems is told by the War Department's release, which says:

"Soldiers Talk Things Over"
"American soldiers, on their own initiative, are putting into practice their heritage of freedom of speech and expression by organizing and zealously participating in informal discussion forums at camps in the United States and overseas theaters.

"Participation is voluntary and the idea is given encouragement by the Army. Subjects for discussion are of a wide variety, and the forums themselves range all the way from 'shooting the breeze' in a rest camp behind the lines to a formal joust between experts at a USO clubhouse.

"Majority of 'GI' forums use the town hall technique. A soldier, usually one with an appropriate background, assumes the role of moderator. The topic is chosen and individuals who have a particular knowledge of the topic up for discussion sit in as 'experts.' The meeting is opened by stating the arguments. From then on men in the audience give opinions, ask questions and the topic is tossed briskly from man to man like a volleyball.

"Discussion groups in the Army are not new. Whenever Americans get together, somebody's bound to 'sound off.' The discussion groups at Camp Lee, Virginia, are an example of one of the best of the programs which are to be found in rapidly growing numbers in Army camps.

"Impresario responsible for the growth of the Camp Lee program is a former lecturer, now a sergeant, who serves as moderator, collects the 'experts' and doubles as a platform MP when arguments wax hot.

"The Camp Lee group meets twice a week. The topic to be discussed gets an advance build-up over the camp radio and loud-speaker system and through announcements in the post newspaper and on bulletin boards. The result: 'Standing Room Only.' The group is not 'topic shy.' No matter how profound the subject, it is cheerfully tackled. Invariably, among soldiers stationed at the camp, one or several can qualify by experience or knowledge as 'expert' to lead the discussion. When 'Fascism—What Is It?' was up for debate, the one man best equipped to lead the meeting was a United States soldier who had lived in Germany. Similarly, a corporal who had served in the Austrian Air Force spoke up the night the group discussed 'Which Way Invasion of Europe?' He knew Europe's underside and the problem it presented. The audience listened and learned. GI 'Strategists' went to their bunk with a clearer understanding of the tough nut their high command had to crack.

The Editorial Board
"The director of the editorial staff is Dr. Theodore C. Blegen, Dean of the Graduate School, University of Minnesota. His associates are Shepard B. Clough, economic historian at Columbia university; Robert E. Cushman, political scientist at Cornell university; Guy Stanton Ford, executive secretary, American Historical association; and former president of the University of Minnesota; Dixon

A. G. Ruggles, Entomologist, Retires from 'U'

Professor A. G. Ruggles, veteran state entomologist and member of the University staff for more than 40 years, retired from active university duty July 1 after playing an important part in the development of the division of entomology and economic zoology. He will, however, continue with the state entomologist's office in an advisory capacity.

In addition to teaching and supervising research in the University, Professor Ruggles as state entomologist has been active in developing and conducting state Department of Agriculture, Dairy and Food. He built the organization for the enforcement of the state nursery inspection law and has developed this work to the point where all persons buying nursery stock in Minnesota have the protection from plant diseases and failure provided by law. Buyers come to this state from all over the country because of the clean nursery stock here.

In 1930 Ruggles further developed the state bee inspection work. This service has been an important factor in saving the Minnesota honey industry from extinction by the dread American foul brood which had caused great losses among beekeepers of the state.

Ruggles also had a leading part in planning Minnesota's first grasshopper campaign that was carried through under T. L. Aamodt, then assistant state entomologist. The grasshopper losses reached their peak in 1932, but yielded steadily to a statewide control organization set up in Minnesota by the state entomologist's office in cooperation with the Agricultural Extension Service. By supplying poison bait for fighting grasshoppers and perfecting local organization for distributing and applying bait, entomologists were able to save thousands of acres of crops from destruction over a period of years following 1930.

A more recent program initiated by Mr. Ruggles and his associates is the orchard cleanup campaign to improve the quality of fruit grown in commercial areas of this state. The campaign, supported by growers as well as the state office, calls for destruction of diseased trees, elimination of host plants that breed parasites, encouragement of spray programs and general sanitation around orchards.

All through the years the control work carried out under the state department has been linked closely to the research findings of the University Agricultural Experiment Station. In his dual capacity as professor of entomology and state entomologist, Mr. Ruggles has been in a position to correlate the improvement programs with research findings.

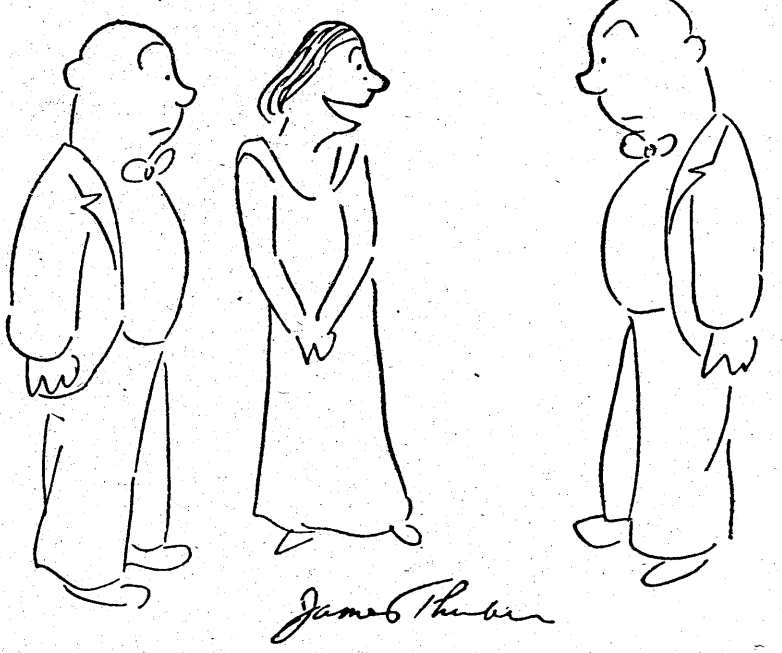
Ruggles was born at Annapolis, Royal, Nova Scotia, May 30, 1875. He received his early education in Nova Scotia and taught in the elementary schools there before coming to the United States to continue his schooling at Cornell University in New York. He came to the University of Minnesota in 1902 as assistant to F. L. Washburn. He received various promotions until he became professor of entomology and also state entomologist in 1919. While continuing his teaching, he turned much of his attention to setting up improvement and control programs for the state department.

Among the publications Mr. Ruggles has authored and edited are three published reports to Minnesota governors in 1918, 1920 and 1922, embodying not only state entomologist's reports, but also papers on important developments in research. Scientific journals have published his articles on controlling orchard, tree and field insects.

Dugan Joins Red Cross
Prof. Willis E. Dugan, director of student personnel in the College of Education, has been given a leave by the University of Minnesota to serve with the overseas division of the American Red Cross.

Ryan Fox, president, Union College, Schenectady, New York; Waldo G. Leland, American Council of Learned Societies; Edwin G. Nourse, economist, Brookings Institute; J. Salwyn Schapiro, European historian, College of the City of New York; Arthur M. Schlesinger, historian, Harvard university; Robert E. Wilson, political scientist, Duke university, and Donald Young, sociologist, Social Science Research Council.

It Wasn't Like That at Minnesota



"Well, the bridge game is off. Ely Culbertson is coming and he wants us all to help plan the post-war world"

A cartoon by James Thurber from "Men, Women and Dogs"

Because when Eli Culbertson visited the university campus as the guest of James S. Lombard he not only described his world police plan but gave Lombard and two other staff members a bridge lesson, the others being W. T. Middlebrook and Tom Steward.

'U' Abolishes Grade of 'E'

The University of Minnesota has abolished the grade "E," the conditional grade—boon companion in past decades of thousands of students who didn't quite pass, but, on the other hand, didn't quite fail.

The authorities failed to reveal whether the new wartime standing of "E"—which has become the Army-Navy standard for "excellence"—had anything to do with abandoning the "E" as a symbol of almost-failure.

The "E" grade formerly was given a student who had done unsatisfactory work but to whom the instructor was willing, for one reason or another, to give another chance, in the form of a second examination.

Giving a student that "E" was "a little like cutting off a dog's tail two inches up to save him pain," Royal R. Shumway, assistant dean for students' work, said.

When it was given it often was done merely because a teacher did not like to flunk a student and subsequently the student was flunked anyway. More and more, he added, instructors and professors have abandoned the "E" anyway and its abolition merely follows this trend.

Hereafter, a student will receive as a grade either A, B, C or D, if he is to be passed, or else a frank and open grade of "F," meaning failure. There'll be no modified "E" about it.

For special cases the grade of "I"—incomplete—will be granted, but it must be cleared up at the start of the following quarter by the student's finishing the incomplete portion of the work.

Students who fail in a subject and are given "F" must repeat it before progressing.

New Quiz Booklet On Forest Items

The most frequently asked questions about the forests and the forest industries with their answers, tersely stated, have been compiled in a booklet, "Paul Bunyan's Quiz," just published by American Forest Products Industries, Inc.

The purpose of the book is to arm those whose livelihood stems, directly or indirectly, from the forests with correct information to meet the many inquiries born of a recrudescence of public interest in our greatest, renewable, natural resource.

It is hoped that many misapprehensions and superstitions about the forests can be cured by planting accurate, factual data at the well-spring.

Production of the book entailed long research. The 225 questions and answers it comprises were culled from over 1,200 submitted by people in all sections of the industry. The final manuscript was checked and edited by more than half-a-hundred authorities on the various subjects covered.

Fully illustrated, the 52-page book is sub-divided into chapters covering history, loggers' lore, forest resources, management, and enemies; the harvest, the industries, forest products manufacture,

'U' Gets Big Grant to Study Poliomyelitis

In another attack on infantile paralysis, a special unit to study exactly what happens in the human body when the disease strikes, and the methods of treating it, has been set up at the University of Minnesota. It was announced in July by Basil O'Connor, president of the National Foundation for Infantile Paralysis, and President Walter C. Coffey of the University of Minnesota. For this program of investigation the National Foundation has approved a grant of \$175,000 to the University of Minnesota for use over the five-year period, July 1, 1943, to June 30, 1948.

Building space and basic laboratory facilities are already available at Minnesota. The unit will be under the general direction of a committee composed of members of the departments of physiology, neuropsychiatry and pediatrics in the medical school of the university. Dr. M. B. Visscher, head of the department of physiology, will be in charge of administration. An advisory committee, which will be appointed by Mr. O'Connor, will assist the directing committee from time to time.

"With the establishment of this unit, the National Foundation has set up within the past year, four major, long-range research projects in the fight against infantile paralysis," said a statement by Mr. O'Connor.

"These, with that at Minnesota, are the Center for the Study of Infantile Paralysis and related Virus Diseases at the Johns Hopkins University, Baltimore; the Yale Poliomyelitis Study Unit, at Yale University, and the unit at the School of Public Health in the University of Michigan, with doctors, public health workers and laboratory technicians being trained in the study of infantile paralysis and other virus diseases. The grants for these four programs total \$745,000 and the National Foundation feels that they will aid greatly in helping us to the eventual conquest of the disease."

President Coffey pointed out that "Much progress has already been made at the University of Minnesota in the treatment of infantile paralysis. It is a logical place," he said, "for the further development of the study of the physiological problems involved in the disease and the methods of its treatment."

Dr. Armstrong Given Grant
Dr. Wallace Armstrong of the University of Minnesota Dental School has been awarded a research grant by the American College of Dentists through its research committee.

and woods operations. It is thoroughly cross-indexed to aid those seeking specific information.

Copies will be sent to anyone who works in wood, whether in its production, manufacture, or sale, and to others interested in the forests, upon request to American Forest Products Industries, Inc., 1319 18th Street, N. W., Washington, D. C.

View Education In Post-war Era

Post-war problems facing higher educational institutions were the principal topics discussed, December 3, at the Fourteenth Annual University of Minnesota Conference on Higher Education with Special Reference to the Education of Teachers. Like preceding ones, the conference was planned by the College of Education and Dean Wesley E. Peik. It was attended by about 150 presidents, deans, and other faculty members of teachers colleges and liberal arts colleges, representatives of state departments, and superintendents of schools, from Minnesota, Iowa, Wisconsin, the Dakotas, and Nebraska.

The morning session was devoted to a panel discussion of the topic, "The Organization and Content of the Post-War Education of Returning Veterans and War Workers," presided over by Dr. Tracy F. Tyler, Associate Professor of Education, aided by Dean M. Schweickhard, Minnesota commissioner of education; Superintendent L. C. Murray of Aitkin; and Professors Roland S. Vaile, Nelson L. Bossing, and G. Lester Anderson of the university.

The chairman opened the discussion by pointing out that the Conference on Post-war Readjustment of Civilian and Military Personnel established by the National Resources Planning Board had given much study to that problem and had prepared a report in which it recommended educational programs for those being released from the services, from war industries, and from war-related government employment. He urged careful study of this report. Attention was also called to the fact that 33 per cent of those in the armed forces have never gone beyond the elementary school, while only 14 per cent have attended college. It is estimated that 10 per cent of the war veterans will return to their former type of education.

Among the necessary post-war measures suggested during the discussion were: the development of sub-collegiate programs for the more mature who have not finished high school; the greater use of audio-visual aids; a continuation of the present accelerated program; the development of part-time, work-education programs; the development of a cultural and civic supplement to balance the necessarily one-sided programs taken by Army and Navy trainees; the development of more extensive programs of adult education; the provision of exploratory courses and individualized counseling; the possible revision of the present credit system; and the extension of the school day in secondary schools to make instruction available both day and night.

Dean Peik presided over the afternoon session in which general discussion by those in attendance centered on topics which had been chosen by a pre-conference vote. During the period devoted to, "The Responsibility of Higher Institutions for the In-Service Training of Teachers," it was brought out that more democratic classroom procedures, workshops, and other types of "learn by doing" experiences were not being used enough. Next, in discussing, "What Was Really Wrong With Pre-War Higher Education," it was the consensus that the most common weaknesses were the failure to work out basic goals of higher education, the failure to diagnose the needs of individual students, and the tendency to assume that subjectmatter divorced from application will produce active citizens. Among the proposals in answer to the question, "What Is the Best Post-War Plan of Organization for the College Program in Teacher Education?" were: better selection of those who enter the profession; improved guidance; better program of practice teaching; divisional organization of subjectmatter to provide broader majors; and eventual raising of certification requirements to four years for rural and elementary teachers, five for high school, and six for superintendents.

At the final dinner session, Dr. Edmund G. Williamson, Dean of Students, University of Minnesota, discussed the topic, "The Guidance Program of Military Demobilization and Institutional Post-War Education of Returning Servicemen."

Take care of the winter foliage sent up by many hardy spring-flowering bulbs. These leaves need air and light. They are better off with a little shade, such as is cast by evergreen boughs, but they must not be covered with a thick mass of leaves, salt, hay or straw.

World Guidance Must Be Joint Task Seymour Says

Continued from page 1, column 5

tend that it was the final destination of mankind.

So your generation either will have the genius, the vision, the energy—and, with those qualities, the good luck—to find a way out of the chaos of the last 25 years; or you will be merely the second generation that lived in a new Dark Age and was unable to emerge from it.

At the End of a Cycle

The past 20 years are comparable to the period which followed the fall of Rome in 400 A.D. because we are just as surely at the end of a cycle. For more than three centuries Britain has been the great civilizing and organizing force in the world, and it has played a role which will be remembered in history as long and as gratefully as those of Greece or Rome. Largely because of its contributions to world civilization, we now have come to a stage in history where the dispersal of industrialization, and of liberal political institutions, is worldwide—or is rapidly becoming so.

Because of that very progress—so largely generated or befriended by Britain—it has now become impossible for any one nation to maintain a framework of world political and economic order. Walter Lippmann goes farther and says no TWO nations could have won this war—not Germany and Japan; not Britain and Russia without the help of the United States; not Britain and the United States without the help of Russia; not Russia and the United States if Britain had fallen in 1940 or 1941.

It is no longer possible to keep the world stable by maintaining a balance of power in Europe, because Europe is no longer the sole seat—or even the principle seat—of world power. No single country or continent has a corner, or ever will have again, on the industrial might which, when it was more closely concentrated and controlled, enabled not only the successful exercise of military power but the economic organization of peace. Control of the seas no longer carries with it the power to police the world, because sea power has been qualified, if it is not being succeeded, by air power.

No One Nation Can Dominate

The period we live in is one of chaos because, in the healthy and laudable course of human progress, it has ceased to be possible for one nation to set up and maintain a durable world order, as Rome and Spain and Britain were able to do in their time. If we accept Walter Lippmann's premise, it is impossible for any two nations to do so, no matter how powerful or like-minded.

So we are looking for a substitute for imperialism as a source of world order, and the first task of our time is to find it, and to make it work.

It can be found ultimately only in some kind of association of nations which can and will prevent aggression, establish justice, and create a code of international law, applying in the world the same principles of government by consent of the governed which have been tested and proved in communities, states and nations.

The leaders of this generation can agree on the objective, and clear the site, and even indicate the nature of the edifice of world order which must be evolved, but they cannot do much more. It is the generation to which this graduating class belongs which must see that the foundations are put firmly in place. For like any human institution a world government must be an evolving thing. It will have to survive several tests before there can be general confidence in its efficacy. Some of those tests are certain to come in your time.

Until such a substitute for imperialism begins to take effective form, the chaos and anarchy which this generation has lived in, and which greets your generation in such violent form, will continue—no matter how unconditionally we win this war. If your generation does not find the way out of that anarchy, then you can know no real peace, no real security, no real opportunity.

The danger is not—as some people think—that the human race will destroy itself unless it finds a way to end war. The human race is a prolific and widely dispersed species, and it is likely to keep right on surviving with an ingenuity which surpasses even its ingenuity at devising means of extermination. The danger of failure to find and make workable a structure of world order adequate for our time is not that we shall all die if we don't; it is the almost



Gideon Seymour

worse fate of having to grope, for generation after generation, in the kind of global chaos in which there can be no such thing as national well-being for any people, and in which liberty and the elevation of living standards and the liberation of the human spirit are impossible dreams.

Toward Framework of World Order

To move with determination toward such a framework of world order is so surely the most important task of our time that the possibility of solving almost all our other problems—political, social and economic—is dependent on its success.

Against our uncertainty as to whether we can agree with other nations on fundamental rules and their enforcement, must be arrayed the certainty that there can be no peace or harmony outside such a framework.

The question of national sovereignty which a proposal for effective world collaboration raises in many minds involves exactly the same principle on the world level, which we accept by other names on other levels of government. Major cities within the framework of our states demand "home rule." They insist that the super-government of the state, if you want to call it that, shall not do for them anything which they can do as well or better for themselves. It must constantly be argued and considered where to draw the line between the rights and powers of the municipality and the rights and powers of the state. But it is recognized that wherever the line is drawn, there are some things which the state can do for cities collectively better than each city can do those things for itself, no matter how great or strong it may be. Therefore we have states, which are groups of communities. One of the constant subjects of debate in the nation has been states' rights. Where shall the line be drawn between the power of the nation to act in the collective interest of the states, for the security and survival of all of them, and the right of each state to determine its own affairs? That debate is unending. Yet the most ardent advocate of states' rights does not for a minute deny that there are some things—many things—that the nation must do for the states collectively in order for them to be done effectively. The plainest fact of our time is that joint action for the common welfare, which is so essential to individual security and opportunity that it is the very reason for the existence of government in the community, the state and the nation, has become equally essential to the security and opportunity of nations and individuals in the world.

Not a New Principle

The principle is not new—it is one which human society has been evolving and proving for hundreds of centuries on the levels of group organization existing in those times. We have come in our time—in this very century—to a period in the development of human society when that principle must be applied in the world, as the only alternative to chaos. And misgivings about the so-called compromising of national sovereignty will be easier to resolve if we will think of the problem in terms of the home rule and states' rights issues which are synonymous with it on other levels of government. By all means let us be wary of careless or wholesale sacrifices of sovereignty, and let us debate and keep debating where to draw the line—because, as in the relations between communities and the state, and states and the nation, the line has to keep being re-

drawn as times and conditions change. But let us not be led to believe that the principle which has made representative government possible and practical in every other sphere of human organization is valid and indispensable up to the national level but no higher.

Of course a stable world order, developing along sound lines, does not in itself guarantee a free and prosperous United States, which is the most immediate interest of us all. But it gives us the opportunity to achieve fuller freedom and prosperity, by easing the external pressures which create internal emergencies, and by opening wider the channels of world trade which we have got to have access to, after the war, if we are to put and keep peacetime production and employment at a high level.

No matter how well your generation builds, it will find itself confronted by more problems than satisfactions. Most generations do, but it will be especially true of yours because the war will leave tremendous problems which will take a long time to work out. We are seeing the greatest migration of peoples since the fall of the Roman Empire. The war has created economic convulsions which still have to be reckoned with, by inducing the sudden development and immense production of new products—synthetic rubber, plastics, magnesium, aluminum, and many more—which will displace old ones. Most serious of all, perhaps, the war has produced new concepts which we have not digested and adapted to our economy and our society and yet cannot forget and outlaw or lay aside simply by ending the upheaval which produced them.

There must follow a period of digestion of change assimilating the good and discarding the bad, which will take not one but several generations. That is one reason why it is so important to create a framework of world order large enough and stable enough in which to hope to solve our problems. Only the constant attrition of ideas, and endless examination and re-examination and debate about details, can lead to the refinement and assimilation of those changes.

But surely we are not afraid of ideas and of their free discussion. What we have had cause to fear in the last generation has not been any ideas which came out of Nazism or fascism or Japanese militarism or even communism, but only the imposition of those ideas upon us by force or by stealth against our will. We can cope with ideas if men's minds are free. Let them come! They are the stuff progress is made of. And surely there was never a time in history when it was so important for men and women to learn to think for themselves. Literacy is not enough in a democracy—proud as we have been of its prevalence among us. The will and ability to comprehend, to weigh, to analyze, are today as never before requisites of adequate citizenship.

It is not enough to read and listen voraciously, and to choose a favorite columnist or a radio commentator or an editor to do your thinking for you. Nobody but yourself ought to be privileged to make up your mind. All that the most profound commentator or the best editorial page may properly aspire to do is to influence toward tolerance and understanding and wisdom the mental climate in which the reader or listener arrives at his own decisions. Only out of such a genuine digestion of issues and ideas in individual minds can there come intelligent decisions of the kind which we must make in the years immediately ahead.

Regard Individual Judgments

The more individual judgments we can bring to bear on our problems, the closer we can come to truth. Dr. George Gallup illustrates this by showing auditors a piece of wood twelve inches long and asking them to estimate its length. The estimates will vary all the way from nine to sixteen inches, but if enough people make independent estimates, the average of those estimates will be exactly twelve inches. If you doubt that, try it some time as a parlor trick. The more participants, the closer to absolute accuracy will be the result.

Therein, and only therein, lies our ultimate safeguard against the making of our decisions by blocs or pressure groups or autocrats, and our certainty that our decisions will be right.

And your idea may change history, no matter who you are. Some of you read in The New Yorker a year or so ago, or in fuller form in the December Harper's magazine, the story of how

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University of Minnesota, Minneapolis—14

O Lord, Tennyson

MOST sacred among the traditions of higher education, the Ph.D. teaching degree, comes in every now and then for a certain amount of criticism from its own friends, based, apparently, on the educational assumption that anything and everything can be improved. And occasionally someone who has suffered a difficult parturition of this honor cries out against his pains, in article or book. In "School and Society" for May 1, 1943, appeared an article by one of these, who had written a book about his experiences, and in his criticism of the degree-obtaining process he cited what to your correspondent is one of the ablest arguments in favor of the method he has ever read. Said he:

"I knew my major and minor subjects as thoroughly as did my professorial committee, and then was asked to name five American poets . . . only to be 'sentenced' to take a course in literature which I neither wanted nor enjoyed . . . all because I had given Tennyson American citizenship. This type of petty paternalism smacks of the junior high school rather than the doctoral level of education."

To those who believe there is more to the superior person than "ability to meet and conquer difficult intellectual problems" (the candidate's words) the assumption that not knowing Tennyson's nationality makes no difference is so naive that it seems strange the fellow should have gotten his Ph.D. even after taking the unwanted and un-enjoyed course in literature.

One wonders whether he could have figured out where Tennyson lived had he ever looked at a title page of the works of Alfred, Lord Tennyson.

Sun Yat Sen, founder of modern China, came to renounce Marxism as the ideology of the Chinese republic, in favor of a concept of social evolution which led the new China toward the west and changed the course of modern history. A Brooklyn dentist, Maurice William, born in Kharkov and brought to the United States by his tailor father in boyhood, became an earnest socialist. But in 1921 he renounced Marxism and wrote a tract which he called "The Social Interpretation of History," of which he had two thousand copies printed at his own expense. It got no notice in the United States, but a copy fell into the hands of Sun Yat Sen through a Chinese student here and Sun Yat Sen, reading it, proclaimed its principles as his and as China's in 1924, in the last lecture before his death.

We regard passive resistance as a mystical Indian doctrine incompatible with our realism and the western concept of survival, but Mohandas Gandhi told the late Webb Miller, United Press correspondent, that he appropriated it from an essay by Henry Thoreau, the American naturalist.

The late Stephen Vincent Benet, in a classic American short story called "The Devil and Daniel Webster," tells how Daniel Webster pleaded with a jury for the soul of Jabez Stone, which had been sold to the devil. Webster began, says Benet, "with the simple things that everybody has known and felt—the freshness of a fine morning when you're young, and the taste of food when you're hungry, and the new day that's every day when you're a child. He took them up and turned them in his hands. They were good things for any man. But without freedom they sickened. And when he talked of those enslaved, and the sorrows of slavery, his voice rang like a big bell. He talked of the early days of America and the men who had made those days. It wasn't a spreadeagle speech, but he made you see it. He admitted all the wrong that had ever been done. But he showed how, out of the wrong and the right, the suffering and the starvation, something new had come. And everybody had played a part in it—even the traitors."

Everyone Is Taking Part

And so it is in the world of which your generation is the inheritor: Out of the wrong and the right, the suffering and the starvation, something new will come. And everybody will have played a part in it—even the traitors—the Judases, the Hitlers, the Tojos, the Quislings, and those among us here at home who have been called traitor by one group or another because they were wrong for rea-

sions of hatred or obstinacy or exhibitionism or personal gain—or even of idealism. For they have compelled us to face facts which we would rather have ignored, and to cope now with problems which we would rather have put aside, and to examine ideas which frightened us, and to keep probing and implementing the faith we live by to be surer of its soundness or to modify it so it would deserve to prevail.

The something new that arises will come slowly and toilsomely and imperceptibly. The time will never arrive when you can look about you and say, "This is the brave new world of which we dreamed." A. P. Herbert, the English satirist and member of parliament, poked fun at the people who expect that kind of world when he said in a recent bit of doggerel.

"O won't it be wonderful after the war,
There won't be no war and there won't be no pore,
We'll all have a pension about 24,
And we won't have to work if we find it a bore.
There won't be no sick and there won't be no sore,
The beer will be better, and thicker, and more,
And there's only one thing I'd like to explore:
Why didn't we have this here wa-er before?"

But if you do your part well, you should begin to see some results in your time—enough to reward you with a deeper satisfaction than the generations just ahead of yours have been able to feel about what they had accomplished in the world. So great is your opportunity, because you live at one of the most critical and malleable periods in world history, that if you make of your world what you have the chance to make of it, future generations will look back on your generation as yours looks back upon that generation of 500 years ago, which recovered freedom for the human spirit and gave that freedom wings.

John Donne, English poet and clergyman, said three centuries ago, "No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the lesse, as well as if a promontorie were, as well as if a manner of thy friends or thine owne were; any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls: it tolls for thee."

The United States of America calls now, to you of this graduating class, to serve it faithfully, today and tomorrow, in the name of mankind of which it is a part.

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Regents Begin Search for New 'U' President

Special Committee Named to Devote Selves to Problem; Faculty Body to Consult

Regents of the University of Minnesota have appointed a committee to perform one of the most important functions within the powers of that body, namely to recommend to the board a candidate for the presidency of the institution.

President Walter C. Coffey's term has been extended from June 30, 1944 to June 30, 1945 with no statement that he will or will not retire at the later date. Under present age limitations, President Coffey would have retired at the end of this year but for the extension.

Members of the nominating committee are Regents Fred B. Snyder, veteran presiding officer of the board, Albert J. Lobb of Rochester, A. J. Olson, farmer member, of Renville, Sheldon V. Wood of Minneapolis, and Dr. E. E. Novak of New Prague.

Meanwhile, as was done when a president was sought following the death of Dr. Lotus Delta Coffman, the faculty has appointed a committee to "consult and advise" with the Board of Regents and to make available to the board prevalent faculty opinion of men under consideration. The faculty committee, named at the December meeting of the University Senate, is made up of Dr. O. B. Jesness, agricultural economics, chairman; and Drs. J. W. Buchta, physics, Ralph D. Casey, journalism, John W. Clark, English, Marcia Edwards, education, Harold P. Klug, chemistry, and J. C. McKinley, medicine. Drs. Clark and Klug represent the younger members of the faculty, namely those below the rank of associate professor.

Whoever is elected will be the eighth president of the University of Minnesota, starting with William Watts Folwell, who took office in 1869, in which year collegiate instruction was begun. Serving subsequently have been Cyrus Northrop, 1885-1911; George Edgar Vincent, 1911-1917; Marion Leroy Burton, 1917-1920; Lotus Delta Coffman, 1920-1938; Guy Stanton Ford, 1938-1942 and Walter Castella Coffey, 1942 to the present.

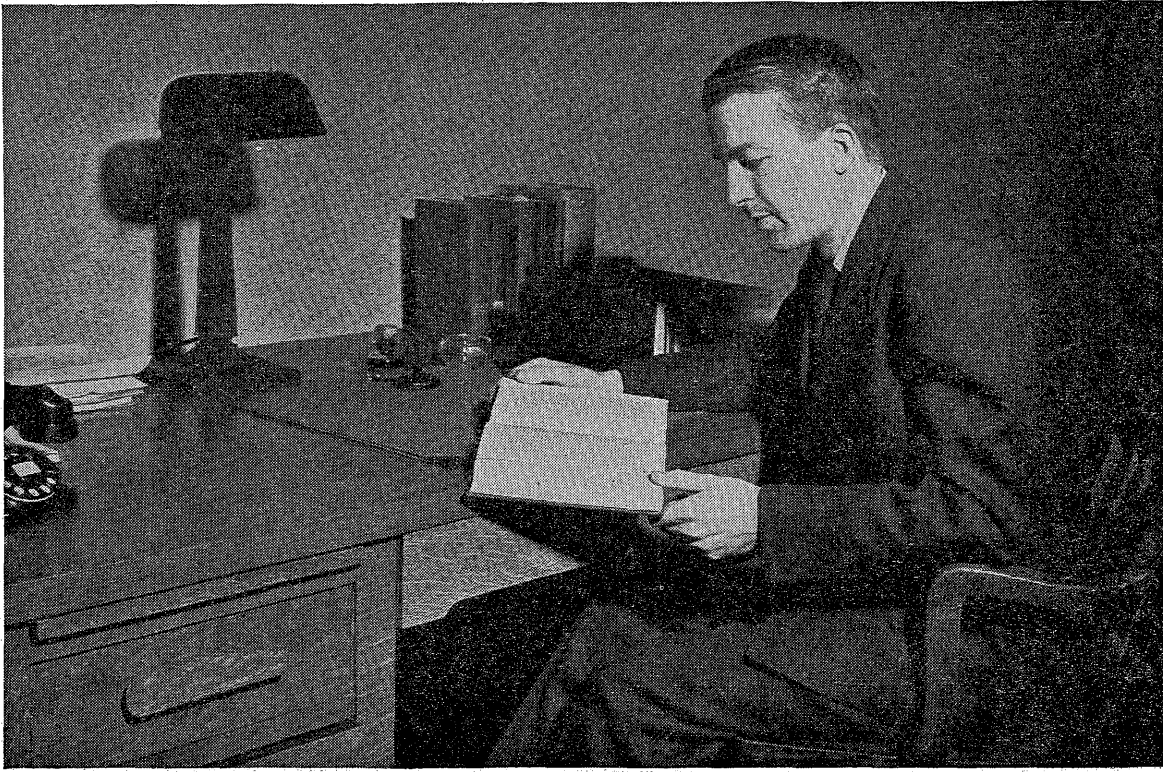
It is conceded throughout the state of Minnesota and the educational world that the University of Minnesota has been exceptionally fortunate in its presidents, each of whom has made his peculiar and significant contribution to the growth of that institution towards the high position it now holds among the universities of the world.

Charles B. Cheney, veteran political writer for Minneapolis newspapers, who has been familiar with the Minnesota scene since the early nineties, pointed out in a recent article in the Minneapolis Sunday Tribune that the last three men elected to the presidency of the university have been taken from its staff. The first of these was President L. D. Coffman, who had come to Minnesota from the University of Illinois and subsequently had become dean of the College of Education. There is, however, small evidence that the board has either preference or policy in the matter of the source from which new presidential material shall be considered.

Dr. C. P. Archer Commissioned

Dr. Clifford P. Archer, associate professor and director of the bureau of recommendations in the University of Minnesota's College of Education, has been commissioned a major in the educational division of the army and has left for training at Washington & Lee university, Lexington, Va. He will become a regional director in the army's instructional program. Dr. Anton O. Thompson of State Teachers college, Flagstaff, Ariz., will act as bureau director during Dr. Archer's absence. He is a Minnesota graduate of last June.

Would Have Library Give Students Independent Lift



Dr. Erret W. McDiarmid, New University Librarian, Would Expand Its Usefulness

In addition to its traditional functions of providing the materials of scholarship for students and for faculty scholars, the University Library should become a source of cultural and intellectual inspiration to the student body and a contact for students with the literary, artistic and scholarly movements of today as well as those of the past. This is the view of the new university librarian, Dr. Erret W. McDiarmid, who came to Minnesota September 1 from a position with the Library School of the University of Illinois.

A West Virginian by birth, Dr. McDiarmid had spent some years in the southwest, including a period as librarian at Baylor University, before he went to Illinois. In going to the University of Illinois for a librarian the University of Minnesota maintains what has been a well-beaten path, as such persons notable in the institution's history as Drs. Coffey, Coffman, Ford, Krey, Mann and the two Joneses in architecture, together with others, had served there before coming to God's country.

Dr. McDiarmid is also, of course, head of the university's Division of Library Instruction.

"I feel that a university library should be a place of service to the student and a contribution to his pleasure as well as somewhere he goes because he must read certain things to meet an assignment," said the new librarian. "A library is meant to serve the needs of the students and faculty, whether a given need is for entertainment through literature or to get a reference book for overnight study.

"Any request to the library, within its sphere, is a proper request, and I want people to think of the library as a place to which they may freely refer any problem with which the library can help."

Functions of the Library

A university library has three main functions, he said. First is that of supplying material for the instructional program. Someone must get these materials together, and that is a main practical function of the library.

The second function is that of assembling the materials that scholars and research students need for the projects on which they are at work. The library, however, he said, must not only be up to the moment, it must stay at least ten years ahead, making every possible effort to acquire imaginatively today the printed materials the research scholar of ten years hence will require. Much of this material, especially pamphlets and other things of an ephemeral nature, will be unobtainable if one waits until the time for its use is upon him, or at least will

be much harder to find and more expensive.

Dr. McDiarmid's third specified function of the library is the one already referred to, serving as a wellspring of information on current problems of the day, such as political material, labor problems and the other matters which should arouse the intellectual curiosity of an alert undergraduate whether at the moment he happens to be taking a "course" in the subject or not.

In brief, the librarian's idea is as much one of a different sort of student as it is of a different sort of library. He feels that the student should be taking full advantage of his years on the campus and should pry and delve into the matters with which his college years give him a chance to familiarize himself. In this delving the library, he points out, should play its full part.

"If the library doesn't do this it is probable that no one else will," he said. "Nowhere else is there a good push toward that sort of independent learning."

Gathering Chinese Materials

As an example of the policy of collecting now, while they can be gotten, materials that will be valuable to future scholars, he cited the fact that a number of universities, Minnesota among them, are maintaining a joint program in Chungking, China, of collecting current Chinese materials, especially government and provincial reports. These, he said, will be of immense importance to historians, economists and political scientists. Unfortunately, also, they represent a remnant left from vast amounts of materials that undoubtedly have been destroyed during the war, just as has been true in Russia.

An unfortunate fact, Dr. McDiarmid said, is that the library collections have grown until the stack capacity has been more than filled, so that even some material that should be in the stacks for common use can find no place there.

Referring to the Division of Library Instruction, of which he is also head, Librarian McDiarmid said that the need for trained librarians is greater than ever before. Not only has there been a material decline in the enrollment in Minnesota and other library schools but many men and women connected with libraries have gone into military service while some others have followed the current pattern of shifting to other lines of work. In fact, he pointed out, currently more library workers are leaving the field through the usual attrition of marriage, death, resignation and the like, than are being trained for the calling.

New Professor Appointed

Attention was called to the recent appointment of Donald E. Strout as assistant professor and the second full-time member of the

Dr. E. W. McDiarmid, Librarian, at Desk

Dean Williamson Gets Council Post

Edmund G. Williamson, dean of students, has been appointed chairman of the committee on Student Personnel Work of the American Council of Education. Appointment was made recently by George V. Zook, president of the American Council of Education.

The committee prepares a series of pamphlets describing phases of college personnel work.

Two programs are under way at the present time. One is to prepare an advisory report to General Osborne's committee on post-war training of soldiers. The second is preparing bulletins of suggestions for colleges and universities about the counseling of soldiers returning from the war.

Many Honors for 'U' Farm Faculty

Additional honors have come to members of the faculty of the College of Agriculture, Forestry and Home Economics, from which Dr. Clarence Mickel was recently elected president of the Entomological Society of America and Dr. J. J. Christensen, division of plant pathology and botany, was elected president of the American Phytopathological Society, both at meetings in Columbus, O.

Now reported to "Minnesota Chats" by Dean Clyde H. Bailey of the Department of Agriculture, are honors bestowed on two faculty members in forestry. Professor Edward G. Cheyney is one of three nationally recognized foresters who was elected fellow of the Society of American Foresters at their recent meeting. This is one of the highest honors that can be accorded a forester in the United States. Such elections are in recognition of outstanding achievements and is accorded a very limited and selected group.

Dr. Henry Schmitz was re-elected president of the Society of American Foresters for a two-year term through the calendar years 1944 and 1945. Prior to becoming president of this society in 1942, Dr. Schmitz had served as editor-in-chief of their official organ, The Journal of Forestry. The Society of American Foresters is a professional organization of technically trained foresters and has a membership of 4,000 in the United States and Canada.

Dr. Schmitz, who retains his post of chief of the Division of Forestry, was elected dean of the College of Agriculture, Forestry and Home Economics last summer.

Division of Library Instruction. In that role he joins Miss Lura C. Hutchinson, who has been in the staff since 1928.

Continued on page 4, column 5

President Tells War Work of 'U' And Peace Needs

Studies Foretell Huge Enrollment Growth to Come by 1950

MUST ADD TO FACULTY

Research Projects in Many Fields Help the Fight and Look to Future

In a recent address of which the following is representative, President Walter C. Coffey of the University of Minnesota described many of the major activities and also outlined some of the problems, long and short term, which face that important institution. Said he:

The University of Minnesota is now a war institution. In addition to the 7,807 civilian collegiate students enrolled in the university, approximately 4,600 men are being trained in special courses for the army and navy. More than 20 of these specialized courses are being conducted and under conditions far different from those under which civilians receive instruction. Each group is individually taught, housed and fed. The students in one army training program are not commingled with the students in another, neither can they be commingled with navy trainees. And civilian students cannot be instructed in the same classes with army and navy trainees.

Because of the nature of these specialized programs and the manner in which the men registered in them must be handled, the numbers involved require relatively more staff time and attention than would a similar group of civilian students. With separate instruction, housing, and messing required for each group, the physical facilities of the university are often over-taxed, and the faculty instructional load in some fields is unusually heavy. Instead of being one university, we are in fact three universities—one for civilian students, one for army trainees and one for navy trainees.

The purpose of the specialized training courses for the army and the navy is to train men intensively for duties in modern warfare. Shortly after Pearl Harbor, the President of the United States declared that more ships, more planes, more guns, more of everything in the way of equipment for warfare would be needed and needed in record time. And it soon became apparent also that more technically trained men would be needed to help produce and operate this equipment.

The content of the different courses varies according to the purposes for which they are given. There is a heavy demand for instruction in mathematics, physics, engineering, medicine and dentistry. There is a somewhat less overall demand for instruction in such subjects as languages, the social sciences and the humanities. The class loads in the various service programs are heavy and the students have little free time.

Secret War-Related Researches
Although it is not possible to over-estimate the importance of teaching, it constitutes only a part of the university's war program. The university in peacetime is not solely a teaching institution, although the public may tend to look upon it primarily in that way. The university is also a research and service institution, and it is becoming increasingly important in these areas.

We have a large number of agreements with the office of scientific research and development—one of the most important of the federally-financed research agencies connected with the war effort. Under these agreements we are conducting secret and highly confidential researches directly related to the progress of the war. Many of these researches will uncover knowledge that will be of at least equal value in peacetime as well as in wartime.

In addition to these secret researches, we have modified our normal research program so that

Continued on page 4, column 1

Social Science Annals Contain Articles By Many Minnesota Faculty People

Edited by Campus Leaders,
Issue Presents Dean Fraser's
Views on Legal Education

Malcolm M. Willey, vice-president of the University of Minnesota for Academic Administration, and T. R. McConnell, acting dean of the university's College of Science, Literature and the Arts, are joint editors of the January issue of the Annals of the American Academy of Political and Social Science, which is devoted to the topic, "Higher Education After the War."

Many members of the University of Minnesota faculties are contributors to this invaluable summary of current thought on what will be one of not more than two or three inescapably important problems that will face this country once the war has ended. Dean McConnell writes on "Liberal Education After the War," and Mr. Willey on "The College Training Programs of the Armed Services." Professor Roland S. Vaile, School of Business Administration, contributes the essay on "Enrollment After the War." Postwar professional continuation education is described by Julius M. Nolte, director of the General Extension Division, counseling of students by Dr. Edmund G. Williamson, dean of students, and the relation of postwar economic conditions and higher education is dealt with by Dr. Arthur R. Uppgren, former faculty member, now vice-president and economist of the Minneapolis Federal Reserve Bank.

The entire section on professional education after the war with one exception is treated by deans of Minnesota professional schools. The article on medical education is by Dean Harold S. Diehl, that on legal education, which is reprinted herewith, by Dean Everett Fraser, that on teacher education by Dean Wesley E. Peik, on training for business by Dean Russell A. Stevenson and on graduate work by Dr. Wilford S. Miller, acting dean of the Graduate School in the absence of Dean Theodore C. Blegen.

"Minnesota Chats" has permission of the author and the editors to reprint Dean Fraser's article on legal education, as follows:

While the war lasts, legal education will mark time. Law school registration is now approximately fifteen per cent of normal, and will not increase substantially until at least a part of the armed forces is demobilized. Law school faculties, always small, are considerably reduced. The remaining members are carrying heavier teaching loads, and many of them are rendering other services. A few faculties have announced that they are planning programs of legal education for the post war period.

The post war problems will not be new. They will be the unanswered questions of the past, the objectives of legal education, and the means to achieve them.

Prerequisite to intelligent planning of legal education is an analysis of the lawyer's function in society.

Lawyers in Key Position

Lawyers occupy a key position. As judges and advocates they wholly control the judicial branch of government. In the courts much of our law is made, legislative law is interpreted, and the rights and duties of citizens to one another and to government are determined. Also in the legislative and executive branches of government lawyers have, of all groups, the greatest influence. They occupy a strategic position for shaping the institutions and laws under which we live. Their activities in one way or another affect all people.

In a democracy no class is specially designated for leadership, but lawyers, because of their knowledge of existing institutions, are naturally expected to lead. Leadership is democracy's greatest need and the danger to democratic institutions lies in the failure to develop it. Intelligent leadership at the end of the last war might have prevented this war. This leadership must be both in thought and in action. Specialists may discover new truths, but their ideas have no effect until they are accepted by the people, and their enactment as law. It is peculiarly the function of lawyers to appraise the findings of the specialists, and to apply them in the world of practical affairs. Lawyers' experiences fit them for this function, and their contacts give them opportu-

Law School Body Elects Fraser Head

Everett Fraser, dean of the Law School, University of Minnesota, has become president-elect of the Association of American Law Schools, the combination of outstanding American law schools formed in 1900 to set and help raise the standards of American legal education. Ninety-five out of about 180 law schools in this country hold membership. After holding the title president-elect for one year Dean Fraser will be president of the association during 1945. He is the second Minnesotan in recent years to hold the presidency, Professor Wilbur Cherry having held it in 1939.

nity to exercise it. Living among the people and advising them as to their affairs, they develop an understanding of what is practicable, and are in a position to supply the needed leadership.

Broadest Conception of Law

Law in its broadest conception is the means designed to enable men to live together in peace—man with man, group with group, nation with nation. Thus conceived, it envelops humanity. It includes government in all its subdivisions and branches; the principles upon which human institutions are based; the rules designed for the peaceful settlements of disputes; the agencies that made the rules—legislative, administrative or judicial; and the agencies that administer them. All these institutions, national or international, are within the compass of law, and are the proper concern of the lawyer.

Law is not pre-ordained. It is not a set of unchanging institutions and rules. Law and legal institutions are the products of a process which never ceases. The institutions and laws of the past were the products of social, economic and political ideas. The law must change with the ideas which produce it. There has never been, and never will be, a set of institutions and rules that will satisfy all peoples at all times, and will satisfy their sense of justice under all conditions. Governments, institutions, and laws—the law as we conceive it—are the expression of the life of a people. They do not mold that life. History teaches us that there is one and only one law of human relations that is constant, and that is the law of change. The law that will suit a given people at a given time is determined by the ideas, temperament, habits and conditions of that people at that time. Thus the law must vary with the people concerned, and for a given people from time to time.

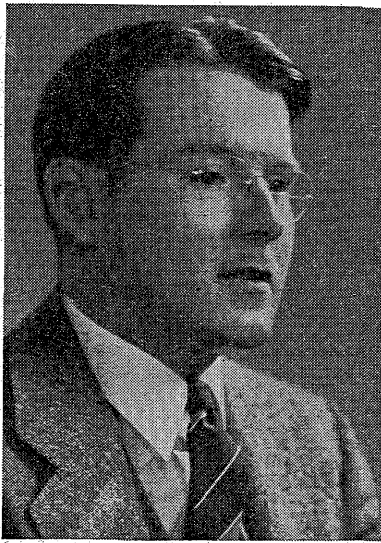
The function of the lawyer is properly as broad as the law thus conceived. Lawyers must be taught to think of themselves not as mere journeymen working according to rules given them by others, but as social engineers designing the machinery of government, and formulating the rules of its operations, examining new ideas, incorporating good ones into the design, watching for stresses and strains and providing remedies—all this with the object of attaining a more perfect justice and enabling people to live in peace and harmony.

A Need of the Universities

There is no department in our universities specially designed to train students in the art of synthesizing knowledge for the formulation of laws and institutions of government. Several departments, political science, economics, psychology and sociology, deal with matters relating to government, but no department applies the learning in all fields to actual problems of government. An economist is apt to ignore non economic factors and so for each of the others. There is need for a department to train students to focus information from all sources on present governmental problems. The law schools are in the best position to give such training.

Our law schools have been pointing students for a life as business advisers rather than a life as professional statesmen. The subject matter of law is human relations, and the student of human relations has a vast field to explore. He needs to study philosophy, ethics, psychology, economics, sociology, and government in their various phases. They are the stuff out of which law is made. The history of the experiences of peoples of the past and the ways of life of peoples of the present should be to him what laboratory experiments are to the natural scientist. Study of these fields will be

Joins Library Course Faculty



Prof. Donald E. Strout

essential to the well-trained lawyer—not to the exclusion of the study of the law as it has been, but in addition to it.

Changes in Training Connoted

If this summary of the nature of law and the lawyers' function is correct, it connotes changes in the training of lawyers. Law students have been taught the existing legal rules and how to administer them. They have not been taught to formulate new rules and standards essential to keep abreast of the changing conditions and problems of the times. Knowledge of the existing rules is important, since they are the products of past ideas and experience. Legal education should begin with them, but it should not end with them. It should train students to be always alert to the necessity of change.

The implications of these ideas are too many to be fully developed here. The law schools have relied upon the colleges for the broader training, and have expected students to have it before entering law school. The results have not been satisfactory. The college student does not understand the nature of law and the function of the lawyer in society, does not see the relationship of his college work to his career as a lawyer, does not know what to choose for a college course, and lacks interest in his college work. The student's college work is often chosen with a view to qualifying for a degree rather than in accordance with his future needs.

The sequence of the law student's studies is important. He gets much more out of his study of the other social sciences after he has a knowledge of the fundamentals of law than before. He sees the relations of these studies to his main purpose, and has a greater interest in them. He chooses more wisely and studies more intensely. Furthermore, the study of elementary law requires less mental maturity than is needed for an understanding of political theories and economic complexities. The normal college undergraduate's attainments in these fields is pitifully small. The present severance of law school from college work and the present sequence is, to say the least, subject to question.

Such are the problems to be solved in the post war era.

Everett Fraser, B.A., LL.B., has been dean of the Law School of the University of Minnesota since 1920. Before going to Minnesota he was dean of the Law School of George Washington University. He has been visiting professor in summer sessions at the Universities of California, Columbia, Cornell and Leland Stanford. To the American Law Institute he has served as a Reporter in the Law of Torts, and Adviser in the Law of Property and Trusts. He is editor of Casebooks in Property and author of legal periodical articles.

Helps for Tax Payers

The University of Minnesota has conducted two projects to help professional workers who must struggle with income tax problems. Through the Center for Continuation Study a three day course for lawyers in the legal aspects of income taxation was held January 5 through 7. A survey of income tax accounting is being offered by the General Extension Division and meeting evenings once a week for eleven weeks, or up to March 16. Prof. Henry Rottschaefer of the Law School headed the planning committee for the legal course. John J. Reighard, assistant dean of the School of Business Administration, is teaching the income tax course for accountants.

Army Sends New Language Groups For ASTP Courses

Two new units in the Army Specialized Training Program have come to the University of Minnesota for intensive training in Scandinavian languages and area study, President Coffey has announced. One group will specialize in Norwegian and the other in Swedish. Their arrival will practically double the number of men on the campus in language and area study. Present units are studying Japanese and also some of the North European languages. Classes started January 10 and will run through three periods of 12 weeks.

The university has also been notified that training of men will be continued for what the army calls "over-qualified" men in which selected individuals receive intensive language and area training.

The Minnesota ASTP program will become one of the nation's largest with the arrival of the new units.

The men will be housed in the Motley school, from which medical and dental students will be transferred to Pioneer Hall. Dr. Lawrence D. Steffel will be faculty coordinator for the Scandinavian units and Professor Marbury B. Ogle for the 9-A group, President Coffey said.

A reply to rumors that the Army Specialized Training Program such as is now under way at the University of Minnesota might be curtailed or even discontinued has been received from the secretary of war by Malcolm M. Willey, vice-president for academic administration saying that the program may be treated as army needs dictate.

Signed by Col. H. H. Slaughter, director of the army's training division, the statement said:

"The number of soldiers in the program will depend in the future, as in the past, on the actual needs of the arms and services.

"In this connection, the secretary of war has said, 'The number of soldiers assigned for training under the ASTP will be changed from time to time so as to accord with the needs of the army and the available manpower. It is now being somewhat reduced but may later be either increased or still further reduced as the needs of the military situation or military training make it advisable.'

"At the present time there are approximately 140,000 soldiers in the program. The first group of soldiers entered upon this training in April of last year and the first graduates have already been assigned to responsible army jobs."

Hybrid Corn Score Sheet Available

The score sheet for hybrid corn varieties registered for sale in Minnesota during 1943 has just been issued by the Agricultural Experiment Station at University Farm and is now available to growers and dealers. The maturity ratings of 391 varieties tested in scattered plots over the state have been computed and are now available in Station Bulletin 374, which may be had from the Bulletin Room at University Farm, St. Paul, or from any county extension office in the state.

The tests are made each year with the cooperation of the State Department of Agriculture, Dairy and Food, which uses the ratings in determining which hybrids are adapted to Minnesota conditions and can be officially recognized under the state seed regulations.

Maturity is determined by moisture content of the corn at a specified harvest date. The state is divided into five maturity zones. Corn recommended for planting in the northern zone must ripen satisfactorily in 82 to 88 days; North Central, 89 to 95 days; Central, 96 to 102 days; South Central, 103 to 109 days; Southern, 110 to 116 days.

All commercial growers of hybrid corn, as well as experiment stations, are invited to enter their varieties in the tests. The resulting ratings are a guide to growers in their search for seed adapted to their own farm conditions.

Elect Miss Baker

Miss Gertrude Baker, acting head of the department of physical education for women, has been elected treasurer of the National Association of Directors and Teachers of Physical Education for College Women. Miss Helen Starr of the same department is secretary-treasurer of the Minnesota Association for Health, Physical Education and Recreation and

Law School Gets Laws of Russia Complete to 1914

Important acquisitions of volumes of Russian laws, some dating back to 1649 and of books containing various important codes and interpretations of the laws of Mexico, Guatemala, Spain and early France, many of them covering to what was the Spanish colonial period in America, have been added to the library of the University of Minnesota Law School, Edward H. Bade, law librarian, announced recently. Professor Bade, a regular member of the law faculty, has been doubling as law librarian under present wartime circumstances, and says that while it is more than a job, it is a task of extreme interest.

Russia and Latin America are impinging so much more definitely on American life as a result of such incidents as the Moscow and Teheran conferences and the policy of the good neighbor that the opportunity to obtain such books as have recently been added to the collection is very welcome, Professor Bade explained. Furthermore, he said, the Law School has been fortunate to obtain them very reasonably in view of the fact that the demands for such material is bound to rise rapidly, and with it, no doubt, the prices charged for these books.

Prize collection among the Russian acquisitions is a complete collection of the laws of the Russian Empire from 1649 to January 1, 1914. It contains full texts of all Russian laws in order of their enactment and consists of about 230 volumes. There is also the General Code of Laws, called The Body of the Laws, ordered compiled by the Czar Nicholas I, a collection of laws and regulations by the government and reports of judicial decisions by the governing senate. All in all the Russian additions to the collection run to about 930 volumes. These will be of great value to scholars, whether in jurisprudence, history or political science, Prof. Bade pointed out.

The collection is one of relatively few that have come out of Russia in recent years. Terrific losses of Russian books have been suffered in the German invasion, bookmen say. A statement in a book seller's catalog describes the losses in these words:

"The heaviest trials have befallen the Ukraine and White Russia. Little has been preserved of the cultural treasures of these two republics which ten years ago contained over 60,000,000 books in their 20,604 public libraries according to an inventory in October, 1934. Accounts in Russian dailies and reviews speak in particular of the devastation of the Ukrainian Academy in Kiev, third in the world in the number of books; of the annihilation of the Kharkov libraries, of which the two principal ones contained over 2,000,000 volumes, and the sad fate of the Minsk State Library with a stock of 1,500,000 volumes.

"Among the irrevocable cultural losses must be set down the destruction of the Museums of Chaikovsky, Tolstoi, Turgenev and Chekhov in their birthplaces and the destroyed cities crumful of monuments of cultural antiquity, Novgorod, Pskov and Smolensk, with its considerable University library. After the revolution numerous artistic and literary valuables from the collections in nearby estates and monasteries found their way into scientific institutions in these cities."

The volumes of Mexican, Guatemalan and Spanish laws, including the so-called laws of the Indies maintained by Spain during the long colonial period, are also excellent, although made up of smaller and less unified groups than the large Russian collection. These were obtained at a bargain from a large book dealer in New Orleans with close Mexican and Latin American connections. Included in the group are a number of French items having to do with both France and French America.

Of unusual interest is the fact that some of the books are from the collection of the famous Governor Charles F. Claiborne of Louisiana, whose name, written with the Spencerian frills of the period, appears on their fly leaves. Claiborne's was a famous name in the early period of Louisiana, whose principal city, New Orleans, contains many mementoes of him, among them a street named in his honor.

Miss Theda Hagenah and Dr. Esther Franch also hold important committee assignments in state and national organizations relating to women's physical education.

Minnesota Farm and Home Science New Organ of 'U' Agriculture Dep't

Article in First Issue Describes Wartime Expansion of Dry Milk Industry

"Minnesota Chats" takes the liberty of reprinting herewith an article from the excellent new publication, "Minnesota Farm and Home Science" published by the University of Minnesota's Agricultural Experiment Station, of which the first number has recently appeared. Under the editorship of Dean Clyde H. Bailey of the Department of Agriculture, with Dr. Forrest R. Immer, vice-director of the station as associate editor, the new periodical is designed to present in brief, popular form the results of recent investigations which are of immediate value to the farmers and homemakers of Minnesota.

"The Agricultural Experiment Station has felt the impact of the war in several ways," Dean Bailey writes in an introductory statement to the first issue. "New problems have arisen as a result of the war which require immediate attention. Demands for research have increased while the staff has decreased. Many of the younger members of the staff are in armed services. As a result, it is necessary to review carefully the researches under way and the demands for new research in the light of existing equipment and staff. The Experiment Station is closely geared to such investigations as promise the greatest aid in the war effort and in the immediate postwar effort."

Expanding Dry Milk Industry

The following article on "Wartime expansion in the Minnesota dry milk industry" is by E. Fred Koller of the Experiment Station staff.

In doing its part to meet the wartime demand for dry milk, the Minnesota dairy industry has undergone sweeping changes. This was to be expected because of the importance of Minnesota as a dairy state and the large amounts of skim milk and buttermilk available as a by-product of the extensive creamery industry located here. Now, even further expansion of the milk-drying industry appears to be necessary and dairymen over the state are asking: "What are the postwar prospects of this industry?"

Minnesota's total output of dried milk products reached 104 million pounds in 1942, approximately two thirds of which was dry skim milk for human consumption (Table 1). Minnesota ranks second among the states in total dry milk output and third in dry skim milk production. On the basis of increases in dry milk output which have occurred thus far in 1943, the state total may reach 130 to 135 million pounds this year.

To obtain the large quantities of edible dry milk required under the war food program, it has been necessary to increase greatly the capacity of the industry to produce dry milk for human consumption. This has been done by building new drying plants, installing additional equipment in established plants, and by converting animal feed driers to human food driers. As a result of these changes, there were 57 human food driers in the state in May, 1943, as compared with 40 a year earlier and only 20 in 1939. The total number of drying plants in the state now in operation, including animal feed driers, is 102 (see map). The largest proportion of the plants equipped to produce human food are located in the intensive dairy area in the southeastern and east central parts of the state.

Measuring capacity in terms of fluid milk dried per hour, the 102 plants in the state were equipped to handle about 413,000 pounds per hour in May, 1943, or one-third more than a year earlier. The May, 1943, capacity of the 57 human food driers was 335,000 pounds per hour, or 55 per cent more than a year ago. The completion of at least five plants now in the process of construction and the conversion of four animal feed driers during the remainder of 1943 will add 48,000 pounds to the hourly capacity of the human food driers. This will bring the capacity of these driers to 383,000 pounds of fluid milk which is equivalent to 32,500 pounds of dry milk per hour, or about three-fourths of a carload.

Shift to Whole Milk

The production of the large quantities of dry skim milk needed for war involves a shift by many farmers from the long-established practice of selling their cream to

Steen Partner in Root Firm
Election to partnership in the New York law firm of Root, Clark, Buckner and Ballantine, formerly headed by the late Elihu Root, has been awarded to a graduate of the University of Minnesota Law School, class of 1929, Melvin C. Steen. Steen was the first in a series of Minnesota law graduates who have been employed by large New York firms in recent years. According to Dean Everett Fraser, three Minnesotans were employed by the Root firm the year after Steen's appointment. The latter, however, is the first to be taken into partnership.

the sale of whole milk. Since the skim milk is important in feeding calves, pigs, and poultry on the farm, other feeds must be substituted when whole milk is delivered. Difficulties involved in making the change have been increased by the limited supply of alternative protein supplements at this time.

In spite of these difficulties, a considerable shift to whole milk has occurred since the outbreak of the war. In 1942, about one-fourth of all deliveries (milk equivalent basis) to dairy plants was in the form of whole milk. This is more than double the average deliveries of whole milk during the five pre-war years, 1935-39. While some of this increase is attributable to sales of whole milk to cheese factories and other dairy plants, the largest proportion is due to the expansion of the dry milk industry.

The shift to whole milk has been most pronounced in the area which lies within a 100-mile radius of the Twin Cities. In this area there were 14 counties in 1942 in which over two-thirds of the receipts of dairy plants were on a whole milk basis (see map). In 1941 whole milk receipts exceeded two-thirds of the total in only four of these counties.

The prices which farmers received for whole milk relative to the prices of butterfat, livestock, and other farm products are a basic factor in determining the extent to which shifts to whole milk will be made. In the first three months of 1943, prices per hundredweight of milk testing 3.5 per cent butterfat averaged \$2.50, \$2.52, and \$2.53, respectively, in Minnesota plants which were receiving milk for drying. In about 80 per cent of the plants, prices paid for skim milk were 75 cents per hundredweight or over.

Some Expansion Needed

If the large wartime demands for dry milk are to be met in the year ahead, further increases in output will be necessary in Minnesota and other midwestern states where vast quantities of skim milk are still retained on the farm for feeding livestock. Declining dry milk production in the metropolitan milk sheds which has resulted from the rising demand for fluid milk is increasing the need for enlarged output in this area. Although over 800 million pounds of skim milk were used by the state's drying industry in 1942, an estimated 5 to 6 billion pounds remained on the farms of the state. This is approximately 20 per cent of the national total of skim milk remaining on farms and the largest quantity in any state.

The best opportunities for obtaining additional milk for drying are found in the areas of the state in which the requirements of milk for livestock feeding are relatively small. The dairy area extending in a northwesterly direction from the Twin Cities should be among the most desirable areas from which to draw this milk. However, much more may have to be taken from the southeastern quarter of the state than at present, since the largest supplies of skim milk are located there. A decided reduction in the use of skim milk for livestock feeding in the better dairy areas of the state may be necessary to meet the large wartime demands for dry milk.

If dry milk output is to be increased, further additions to the state's drying facilities will be necessary. In arranging for these facilities, the emergency character of much of the present demand for dry milk should be recognized. Considerable thought should be given to probable operating results when dry milk prices again return to the lower levels which prevailed in the pre-war period. Milk plants now enjoying high returns on their operations should plan to retire their debts as promptly as possible and depreciate plant investment at a rapid rate.

With a large and growing proportion of the Minnesota dairy in-

Personnel Psychologists Finish ASTP



dustry on a whole milk basis, the dairyman in this area is vitally concerned as to the prospects of maintaining the best possible market for dry milk after the war. Undoubtedly large quantities of dried milk will be required for relief purposes in war-torn areas in the immediate post-war period. Since agricultural production in Europe may be restored rather promptly, and pressure to reduce expenditures may be strong in this country, these demands are likely to be only temporary. It is yet to be established whether the United States possesses advantages which will enable it to sell any considerable amount of dried milk in the world markets.

The ultimate hope for sustained dry milk markets depends mainly on the development of domestic outlets. The use of dry milk in the production of bakery bread, ice cream, dehydrated soup, and other prepared foods offers considerable promise of expansion. For instance, at the present time dry milk constitutes less than three per cent of the ingredients in bakery bread, but nutrition experts claim that six per cent could be used to advantage. The use of dry milk in household baking and cooking is another undeveloped outlet. If the housewife is to turn to dry milk it must be made available in a suitable retail package, its keeping qualities must be assured, and instruction in its use provided. Furthermore, the retail price of dry milk must compare favorably with alternative products such as fluid and evaporated milk. Several technological problems remain to be solved and efficient production and distribution must be effected if this outlet is to assume importance. However, the potentialities of this market are enormous.

Dry milk prices will be stabilized to some degree in the post-war period since some producers may be expected to return to feeding their skim milk as prices decline. It is also likely that more skim milk will be used in casein, cheeses and other products. In general, the market outlets for dry milk are likely to contract in a few months after the war, but the basic upward trend should be maintained over the longer term. The low-cost, high-quality producers will be in the best position to take advantage of the markets likely to be available after the war.

ASTP Soldiers Improve Physically

An average improvement of 21 per cent in physical efficiency among soldier-trainees in their first term of participation in the Army Specialized Training Program was announced today by the War Department. Performances were recorded in seven events among 2,557 trainees at the 12 institutions in which the program had its inception, both at the start of the course and approximately three months later. Gains in various events ranged from six per cent to 30 per cent. Tests included push-ups, sit-ups, sprinting and similar conditioning exercises. In four common exercises, measuring the soldier's muscular tone, strength and endurance, an overall improvement of 28 per cent resulted. In strength tests at the end of the course, trainees were able to complete six exercises more than at the start of the program. In tests involving time, providing an index to the individual's coordination, speed and endurance, the overall gain was 12 per cent or a general improvement of 2.4 seconds over the original attempt. Trainees spend six hours weekly in physical training.

Lt. Robert S. Butler handed the certificates to President W. C. Coffey for distribution to the students when members of the Army Specialized Training course in personnel psychology completed their work recently. Exercises were in the auditorium of the Minnesota Museum of Natural History. It was the first graduation of an ASTP group, although pre-meteorologists and women in the Curtis-Wright program, in programs resembling ASTP have also been graduated.

Natives Adopt U. S. Officer

To the United States Army Thirteenth Air Force he is known as Captain William R. King of Stanford, Kentucky, a former school teacher and principal, but to the Polynesian-Melanesian natives of a South Pacific island, he is "Chief Captain Goodheart."

As officer in charge of native laborers at an air base established on the island, Captain King has become a personal friend of their grand chief, who directs the wartime labors of several native tribes. It was the grand chief who personally conferred the honorary title upon the Air Forces officer.

So far "Chief Goodheart's" most exacting duty has been attendance as honored guest at the native feast which followed the wedding of the grand chief's son—an elaborate seven-course affair with entrees of fish, chicken and meat.

In addition to his honorary title, Captain King has received from the natives such tokens as diving glasses, grass skirts, war clubs, a totem pole, tribal money and other trinkets.

Captain King is a former teacher of vocational agriculture, principal in the Lincoln County (Kentucky) schools, and area supervisor of the WPA adult education program. A graduate of Western State Teachers College, Bowling Green, Kentucky, he also studied at the University of Kentucky, Lexington, Kentucky and Berea College, Berea, Kentucky.

Recommended for Scholarships

Three freshmen in the College of Agriculture, Forestry and Home Economics at the University of Minnesota have been recommended by the college scholarship committee for Sears, Roebuck scholarships of \$100 each for 1943-44, according to an announcement by Dean Henry Schmitz. Recommended for the awards are Leonard A. Larson, Duluth; Duane J. LeTourneau, Stillwater; Franklin A. Maki, Kettle River. The scholarships are awarded to farm boys from Minnesota who have promising ability, are wholly or partly self-supporting and who plan to continue in agriculture.

Be Economical of Seeds

Vegetable growers who will need seed in considerable amounts are urged by R. C. Rose, extension plant pathologist, to line up their next year's supply early and plan to make the most economical use of what is available. The latest USDA report indicates a falling off in production of some seeds in a year when the demand is likely to be greater than ever. Among the seeds in which production is off are cabbage, tomatoes, turnips and rutabagas. Proper handling of seeds and treatment for organisms that destroy their life is recommended as a seed conservation measure.

'U' Summarizes What Is Known Of State Minerals

Volume by Emmons and Grout Condenses Bulletins of State Survey

"It is very likely that the high-grade iron ores of Minnesota will be nearing exhaustion within the next thirty or forty years, and therefore the future of the iron ore industry in Minnesota depends largely on how well the technical, economic, and political problems connected with the industry are solved."

From the geologist's point of view this is probably the most authoritative statement made in recent years on Minnesota iron ore, as it is included in the foreword to a new bulletin of the Minnesota Geological Survey, "Mineral Resources of Minnesota," edited by Professors William H. Emmons and Frank F. Grout, senior members of the University of Minnesota's department of geology.

The bulletin, No. 30 in the series by the Geological Survey, and published by the University of Minnesota Press, provides a resume of all the principal mineral resources of the state, including water. Many of these resources, such as foundry sands, building stone, marl, various phases of iron ore, and the like, have been treated in more detail in individual works, but the present bulletin is, in effect, a condensation of the survey's work of recent years.

Among principal chapters are one describing the materials of the earth in Minnesota and sketching briefly its geological history and general geology, and one which described the various iron ore deposits of the state. Since iron ores are Minnesota's most important mineral resources, they receive the most attention. Other mineral resources are discussed approximately in the order of their commercial importance, and the origin, distribution and chief commercial uses of each are briefly noted.

Continuing the comment on iron ore noted above Emmons and Grout say:

"The Mesabi Range has probably reached its zenith in less than fifty years since the discovery of ore at Mountain Iron. Yet there are many billions of tons of low-grade, iron-bearing materials on that range and it is not too early to plan for its utilization."

Use of the low-grade ore not now merchantable and of the large deposits of manganese bearing ore are the two outstanding problems of the mining industry at present, the scientists say.

"The use of certain portions of the iron-bearing formation of the Mesabi range usually called 'taconite' may prolong the mining industry in Minnesota for many years," they continue. "Much low-grade material intermediate between taconite and ore is and will continue to be tested by concentration processes that may ultimately be used to beneficiate taconite (treat it so that it may be shipped as ore). The mining industry should be encouraged to utilize this taconite in the future to a considerable extent, so that even if foreign high-grade ores should be available, we should have sufficient equipment and experience to make us independent of foreign supplies. Under certain conditions taconite, or ore as it would then be called, could probably compete with imported high-grade ore.

"The state has cooperated with the industry by encouraging research in the beneficiation of such low-grade material.

"The manganese problem is of national importance and would be even more important if supplies of foreign manganese ores should be cut off. The federal government should, as in the past, make detailed plans for the conservation of this metal while most of the normal requirements can still be imported. Minnesota has no substantial amount of high-grade manganese ore (containing more than 35 percent manganese) but it does possess the largest reserve of manganeseiferous iron ore in the United States (ore containing more than five percent manganese). The tonnage of manganese, calculated as metal, now proved to lie in these deposits is considerable. Estimates run from 2,000,000 to 5,000,000 tons."

In normal years, they point out, the United States has required about half a million tons of metallic manganese a year, a high percentage of it for use in the making of steel.

Similar comments are found in the bulletin on other mineral resources, more or less in proportion to their importance.

Address by President Tells War Work of "U" and Peace Needs

Continued from page 1, column 5

in many of its aspects it bears on the war. For example, in agriculture, in the pre-war period, cost received the chief emphasis in our researches as they related to production. That is, we were helping farmers to find ways and means for lowering unit costs in order that they might realize a profit from the farm enterprise.

Today the emphasis is changed. It is now upon the quantity of production. This is because conditions brought about by the war call for maximum food production. Some of the researches in agriculture, however, are being conducted in an attempt to modify products so that they can be transported in good condition to the various theaters of the war.

To illustrate, a problem arose in connection with shipping butter into tropical areas. How could butter be modified so that it would stand up under such high temperatures? By mixing it with certain other food ingredients we have succeeded in preparing a product containing a large percentage of butterfat which does withstand fairly well tropical conditions.

Perhaps no other division of the university has had such heavy demands made of it in wartime as the medical school. More doctors are needed than can be supplied. The same is true of nurses. Our medical school increased its enrollment 10 per cent in order to train more doctors for war service. Likewise, it has felt the pressures for war-related research. War brings a wide variety of new problems for medicine to solve. The army and the navy have turned to us for help in solving them. The medical school is also pushing ahead as fully as it can its normal program of research, but adapting it to deal with situations related to the war.

Dr. Ansel Keys has employed the entire facilities of the division of physiological hygiene in the study of military problems, particularly those relating to diet. He has made a signal contribution in the development for the army of the emergency "K" ration which has the great virtue of being palatable, nutritionally balanced and stable under a wide variety of environmental conditions. It is also compact, and utilizes materials of which there is, for the present at least, an abundance. This ration, already introduced into every theater of war, represents a vast improvement over earlier emergency food supplies.

Dr. Keys also convincingly demonstrated that there is no virtue in adding sundry vitamin supplements to the excellent diets already used in the army and navy. He has been able to show by the most rigorous methods that supplements of specific vitamins to the regular army rations, even in large quantities, have no influence in improving work output or endurance of normal, healthy young men. These negative findings have released critical manpower for other important war activities and have saved the country large sums of money.

Another aspect of the work Dr. Keys has been doing in the past two years is in connection with acclimatization to conditions of extreme heat. He has demonstrated the importance of the circulation in heat collapse, and he has made an important practical contribution by proving wrong the previously held notion that it is necessary to do heavy work in the heat in order to become acclimated to it. This demonstration was a factor in changing current practice and has resulted in a lowering of the incidence of heat exhaustion in troops newly moved to hot environments.

More Medical Researches

Dr. Cecil J. Watson, head of the department of medicine, has been called upon to act as supervisor of certain aspects of one of the most important war researches in medicine. In addition, his staff is engaged in a study of the nutritional problem concerned with the availability of certain proteins through the use of powdered beef serum to supplement the feeding of the starving populations of Europe.

In the department of surgery under Dr. Owen H. Wangensteen, studies are under way on the use of blood substitutes in the treatment of military shock. The use of bovine or animal plasma as a substitute for human blood transfusions is being investigated, and with promising results.

Dr. Wesley W. Spink, associate professor of medicine, has for more than a year been working here at the University of Minnesota with penicillin. His laboratory on our campus is one of the

'U' Man Heads Manufacturers Of the Country

A Minnesota alumnus of the Class of 1911 has been elected president of the American Manufacturers Association.

He is Robert M. Gaylord, who came to the university from North High School and attended the College of Science, Literature and the Arts, majoring in economics, with political science as his minor field.

He is engaged in manufacturing in Moline, Ill. American Manufacturers Association is one of the strongest groups of its sort in the country.

few that has been given a supply of this miraculous material, since the allotment of penicillin is controlled by the war production board.

Dr. Wallace D. Armstrong, professor of dentistry, was requested by the government's committee on medical research to conduct a study on fracture healing as part of an investigation of the problems of convalescence. Perhaps the most important result of his work lies in having shown that for the acceleration of the healing of fractures an adequate diet is more important than any of the other special procedures which have been suggested.

Dr. Karl Sollner and Dr. M. B. Visscher of the division of general physiology have developed and turned over to the armed services a device for making adequate drinking water from salt sea water, which can readily be used in life rafts and under similar situations. Their method involves practical application of the vacuum distillation technique, employing the heat of a man's body to distill water and using a small container from which the air has been removed by a simple pump. By employing this device, it would be possible under all conditions prevailing on the oceans to obtain approximately a quart, or two pounds of water, per day.

Dr. Nathan Lifson and Dr. Visscher have conducted an extensive study of the usefulness of wetting clothing as a means of protecting the body against excessive water loss in hot and dry environments. They have shown that substantial savings in drinking water requirements can be made by wetting clothing with water not fit to drink because of high salt content or other reasons.

Dr. Allan Hemmingway, Frederick J. Kottke, Dr. Visscher and others have undertaken extensive investigations, sponsored in the first instance by Munsingwear, Inc., and later under contract with the U. S. army, on the insulating properties of clothing, with particular attention to underwear. They have developed new techniques utilizing physiological responses to cold as their method of evaluating the usefulness of particular garments. They have considered the influence on the insulating quality of garments of the type of fiber, the construction of cloth and similar factors and have carried out their tests under a variety of conditions, including especially variation in the water content of garments. This work is assisting the army to decide what type of material to employ under various field conditions.

State Service Projects

In addition to the wartime programs of teaching and research, the university is performing many functions of a service nature. The work of the division of agricultural extension in recruiting farm labor and in stimulating the production of food, furnishes an outstanding illustration of this service activity.

Up to October 16, the agricultural extension service in Minnesota had made 97,668 placements. These placements do not represent an identical number of persons because some were placed two or three times during the season, but it is most significant that 14,000 town and city boys were put on farms last summer, many of whom plan to return to the farms again next summer. The extension service met the farm labor problem by using people residing within the state as fully as possible, but besides local labor the service placed on farms 672 Japanese-Americans, 750 Mexicans, and 200 Italian war prisoners.

Through its county agents and special workers, the University ag-

ricultural extension service played an important part in increasing agricultural production; and what has been accomplished in Minnesota during the past season is most impressive.

Five hundred eighty members of the University staff are on leave, many of these are in the armed services, but others are doing special war work in a civilian capacity.

For example, Dean John T. Tate of the College of Science, Literature and the Arts, one of the outstanding physicists in the United States, for the past two and one-half years has been organizing and conducting researches under the auspices of the office of scientific research and development. His work has been centered on means of discovering the presence of enemy submarines and of putting them out of action. He has been in charge of three large laboratories employing hundreds of scientific workers.

Dr. Gaylord W. Anderson, head of our department of preventive medicine and public health, is chief of medical intelligence of the army and has the rank of lieutenant-colonel. The responsibility of his division is to provide medical officers in all theaters of operation with specific information concerning health hazards to which soldiers may be exposed in those areas.

Lucile Petry of our school of nursing is assistant to Dr. Thomas Parran, surgeon general of the United States public health service and is in charge of the cadet nurse corps program, a program created recently by congress for increasing the supply of graduate nurses by federally financing the training of all young women who wish to enter the profession and have the necessary qualifications.

Must Turn to Postwar Problems

Although the university is still a war-gear institution, it must now turn some of its attention to postwar problems. As the armed forces are demobilized many individuals will wish to return to the colleges and universities of the country to complete their education or even to begin it. A rough estimate shows that between 400,000 and 600,000 of these men and women will desire college and university training. Bills have already been introduced in congress to provide funds for their maintenance and their educational costs.

The university will need to be fully cognizant of the problems and the needs of the returned service men and women. It must carefully evaluate their war experiences as they relate to education and not require of them lines of study that would constitute any waste of time for them. An effort will have to be made to draw from them details of their experiences which may relate to their further training. Only in this way can the university build a better postwar program.

It is expected that there will be a considerable inflow of students to our educational institutions from foreign lands. They, too, must receive careful attention, and their programs must be developed along lines which will help them better to serve their native countries after their training here has been completed.

The university senate committee on education has projected a study which indicates that by the fall of 1950, or perhaps sooner, the collegiate enrollment in the university will be 21,500 students, and that the enrollment for the full academic year will involve 24,500 different students.

This enormous student body will bring to the university acute problems of staff. Some of the 580 faculty men and women now on leave will not return; some will lose their lives in combat; others will die from natural causes. Of those now on the staff and in residence, some will be retired and others will die from natural causes. The number of men and women being trained to replace members of staff is greatly reduced because the men of these age groups are in uniform and not in the graduate and professional schools. The enrollment in our graduate school is about one-third of normal, and this is true of all graduate schools in the country. Where are the necessary teachers for the postwar period coming from?

After the war is over, there will be greater demand than ever before for research and for service to the people of the state. When all of these situations are summed up, it is clear that the university would be shortsighted and foolish were it not planning for post-war conditions.

MINNESOTA CHATS

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University of Minnesota, Minneapolis—14

Russians Consume Much Linseed Oil

Linseed oil is still the most common food oil in Russia, says William A. Dankers, extension economist in marketing at University Farm, commenting on the recent report by the Food Distribution Administration on deliveries of edible fats and oils to Soviet Russia. To the list Minnesota contributes large quantities of linseed oil and lard, as well as butter.

During the first seven months of 1943, deliveries totaled 264 million pounds, including 158 million pounds of linseed oil, 38 million pounds lard, 25 million pounds, shortening, 17 million pounds butter, 12 million pounds oleomargarine, 12 million pounds tallow and 2 million pounds oleo oil.

These quantities are expected to ease Russia's critical fats and oils situation somewhat, but per capita consumption will be low. It is estimated that per capita consumption of fats and oils in June, 1943, the last period for which information is available, was less than half that of the United States.

The Russians, through necessity, have learned to stretch their supply of fats and oils. Linseed oil, largely used for paints in this country, is used by Russians in bakery products, for frying, on salads and in cooked cereals. Lard has become a spread for bread, taking the place of butter among the civilian population. Most of the butter and oleomargarine goes to the hospitals and to the army.

Pharmacy Corps Examination Set

Examinations will be held on January 31 through February 4, 1944, inclusive, for the purpose of qualifying candidates for appointment as second lieutenants in the Pharmacy Corps, Regular Army, to fill vacancies occurring during the year 1944, the War Department announced today.

The examinations are open to all male citizens of the United States who are graduates of acceptable schools or colleges of Pharmacy in the United States and Canada requiring four years of instruction for graduation, and who will not be over 32 years of age at the time it will be possible to tender a commission.

Candidates who fail a first examination will not be permitted to take more than one subsequent examination.

The examinations will be conducted by boards of Medical Department officers and will consist of a physical examination, a written examination in professional subjects, and a determination of the candidate's adaptability for military service.

Full information and application blanks will be furnished upon request by The Adjutant General, War Department, Washington 25, D. C. Applications from candidates in the continental limits of the United States, received after January 10, 1944, will not be considered.

Scientists Honor Two at U Farm

Two members of the staff of the Agricultural Experiment Station and College of Agriculture, Forestry and Home Economics, have recently been honored by election to the presidency of scientific societies. Dr. Clyde H. Bailey, dean of the Department of Agriculture, reports that Dr. Clarence Mickel was elected president of the Entomological Society of America at recent meetings in Columbus, and that Dr. J. J. Christensen, division of plant pathology and botany, was named head of the American Phytopathological Society, also at a Columbus meeting. Both are widely known members of the University of Minnesota scientific staff in the field of agriculture.

Would Broaden Library's Service

Continued from page 1, column 4
A native of Maine and graduate of Bates College, Dr. Strout started professional work as a teacher of languages, but then shifted to library science, which he studied at the University of Michigan. He worked in the library there and in that of the University of Missouri and two years ago became head of the documents department at the Indiana University library, from which he comes to Minnesota.

Of him Dr. McDiarmid said: "Dr. Strout comes to Minnesota with excellent training and preparation for teaching in a library school. His experience in three midwestern libraries has acquainted him with many library problems and procedures, and his experience in teaching gives him an insight into classroom problems which will enable him to contribute much to the work of the division."

"Appointment of Dr. Strout means the strengthening of the program of the Division of Library Instruction, whose service to Minnesota and the Northwest has been a significant one since its creation in 1928. In addition, graduates of the division are now filling positions in 31 states, also in Brazil, Hawaii, Canada and Norway. Thirty-five hundred students have received library instruction in regular and summer courses and more than 800 of these have completed a full year's work. Much of the progress in Minnesota libraries has been coincident with the growth of the division of Library Instruction."

Professor Strout belongs to Phi Beta Kappa, the American Library Association, the American Philological Association and the American Association of University Professors.

Aamodt Is State's New Entomologist

R. A. Trovatten, state agriculture commission, has appointed T. L. Aamodt of the University as state entomologist.

Aamodt has been assistant state entomologist and entomology supervisor of the state department of agriculture. His appointment was effective when Professor A. G. Ruggles retired.

Describes Far East Problems

Hallett Abend, for many years Far Eastern correspondent of the New York Times and probably the best known of American newspaper writers on that area, delivered the convocation address at the University of Minnesota Thursday, January 6, opening the winter quarter series of public addresses. "America's Stake in the Pacific" was his topic. Abend was one of the experts who repeatedly warned in the fall of 1941 that Japan might be expected to deliver a blow of some kind, somewhere, before Christmas of that year. He pointed out that Japan now has under some sort of control the labor resources of 400,000,000 people and discussed the many difficulties of driving the Japanese out of many of the areas they have seized.

Discuss School Health Programs

Administration of school health programs was the subject of a three day course conducted by the University of Minnesota's Center for Continuation Study January 6 through 8. Because the center on the campus is now housing an army unit, meetings were in a downtown hotel. Visiting speakers were Dr. Claire E. Turner, professor of public health at Massachusetts Institute of Technology and Orin B. Graff, superintendent of education in the Norris, Tenn., high school. Dean M. Schweickard and Harold K. Jack of the state department of education and Dr. Donald A. Dukelow of the Minnesota state department of health supplemented the University of Minnesota speakers.

MINNESOTA CHATS



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Service Strike At University Runs Five Days

Civilian Classes Closed and Hospital Service Disrupted Before Settlement Is Reached

Civilian classes at the University of Minnesota had to be abandoned over a period of three and a half days when service employees went out on strike January 14 at the call of Public Building Service Employees Union, Local 113. The strike lasted five days but included a Saturday afternoon and Sunday when there were no regular classes. Extensive teaching schedules for Army and Navy trainees on the campus were not interrupted. The strike was settled shortly after midnight of Tuesday, January 18, when a delegation of University of Minnesota officials headed by President W. C. Coffey, with members of the Board of Regents, including Fred B. Snyder, George W. Lawson, A. J. Olson, Ray J. Quinlivan and F. J. Rogstad, met with Governor Edward J. Thye and union representatives in the governor's office.

Wages, Hours, Not at Issue

Wages, hours and working conditions were not at issue in the stated subjects of controversy, the demands of the union being that it become the collective bargaining agency for university employees of the service category and that it be permitted to name an arbitration committee to hear employee grievances in which the complainant was not satisfied with the disposition made by the university's director of civil service personnel. The director of civil service personnel was appointed a year ago in an effort to meet dissatisfactions stated by the union when it struck before, in October, 1942.

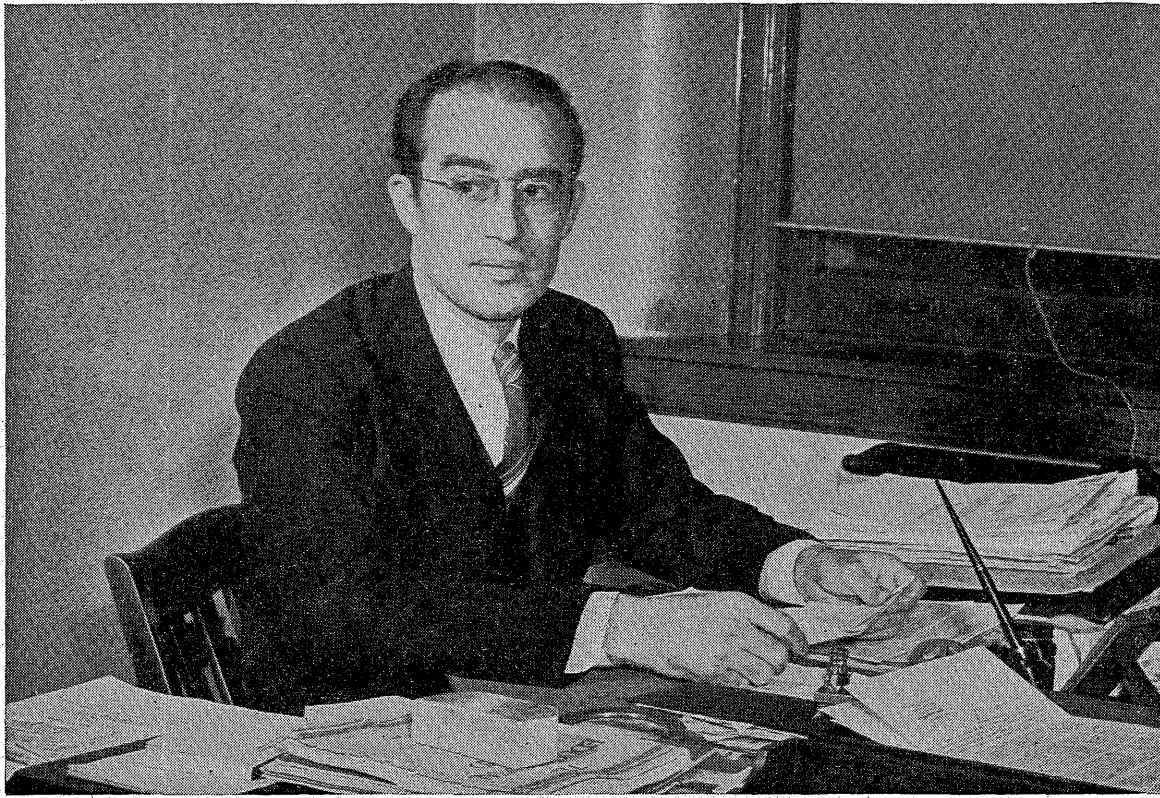
Under the agreement by which the strike was settled, the union dropped its request for collective bargaining, for which procedure there is no provision in the laws of the state of Minnesota when the employees in question are those of a government agency. Statements to be given below will further elucidate this point.

The union's proposal for an arbitration committee to work on appeals from decisions of the director of civil service personnel was dropped. In the pre-existing university machinery, such an appeal would have gone to the university's civil service committee and then, if necessary to the Board of Regents. The plan suggested in Governor Thye's office, and put into effect by agreement for a trial period of nine months, by-passes the civil service committee and provides that appeals from the director's findings may be taken directly to the labor committee of the Board of Regents. In the event that committee does not solve the controversy, it is provided that it may be taken to the board itself. Inserted at this point, however, was a provision that Governor Thye be requested, in such a case, to appoint an impartial investigator, who shall go into the facts of the case and lay his findings before the Board of Regents so that it may be fully informed when it begins consideration.

Existing Machinery Never Tried
Throughout the controversy the university repeatedly pointed out that the existing machinery of appeal had never been utilized by an aggrieved member of the union since such machinery was established. It can scarcely be doubted that the Board of Regents sincerely believed that its existing machinery for hearing employee grievance appeals would assure an employee of a fair hearing and disposition, but this was the rock on which employer and employee split. It has now been settled, at least for the time being, by the present agreement.

Insistence by union spokesmen on making statements in which questions of wages and hours were emphasized during the strike were regretted by university authorities because those matters were not at issue. The 1943 Minnesota Legislature was asked to provide funds to enable the university to bring

Dean of Students Plans Aid for War Veterans



Dr. Edmund G. Williamson

Guidance of Veterans Returning to 'U' Present Reality and Future Problem

Dean of Students Points to Tasks to Be Faced When Thousands Flock Back

It has become obvious that the problem of postwar guidance of college and university students, and particularly the guidance and direction of those who return as war veterans, disabled or sound in body, will be one of the greatest in the immediate years after the war. To some degree it is already here, for the University of Minnesota, like many other institutions, now has discharged veterans on its rolls of students.

Edmund G. Williamson, dean of students, who is active on governmental and other national committees dealing with the guidance problem, recently stated his views in a paper read before a gathering of northwest educational leaders in Coffman Memorial Union.

Said he:
The problem of post-war guidance of students is already on our doorsteps. At Minnesota, we have some 50 veterans of World War II with us. They are about as varied a group as one would expect to find in a cross-section of the population at large, ranging in age from 19 to 40 years of age. They are also varied in their physical background because most of them have medical discharges from the Army. They exhibit the same kind of morale problems that we expect other veterans will exhibit when they return to our campus. The guidance of veterans, is, therefore, of immediate concern and not merely a visionary discussion of post-war problems of the future. The post-war period is now upon us and unless we start planning systematically to take care of these soldiers and sailors as they return from war, we shall have most chaotic campuses.

I shall organize, my remarks around three main personnel functions, only two of which will be discussed at length: utilization of military training for accreditation in college and high schools; vocational guidance of veterans; and some special mental hygiene problems.

There is one outstanding feature of this war of immediate concern to educators. A high degree of education is required to be a successful soldier. Before the present war, one did not need much educational background to be a satisfactory soldier. The average amount of schooling in years has increased from the 6th grade in the last war to at least the 10th grade in this war, and a very large percentage of the soldiers and sailors are college men and women. This more extensive educational

background has made possible the development of a new kind of warfare which utilizes all of the technical improvements of science. Without better educated soldiers we could not have made maximum use of technological improvements. Military leaders now recognize the major importance of a highly educated citizenry. I say that with considerable emphasis, for the military point of view has in the past not appreciated the value of general education as a background upon which to build technical proficiency.

Education in Army and Navy

I shall review briefly some of the special educational features of the military situations which will give rise to many problems for educational institutions. The Army and Navy now conduct the largest adult educational program that the world has ever seen. Some of the phases of this program are of special interest to educators.

First, their formal training programs which vary in length from a few weeks to several years, and include the Officer Candidate Schools, Basic Military Training Schools, many technical schools, and a number of Officer Specialists' Schools. Over a year ago it was estimated that approximately fifty per cent of the Army personnel, ranging from cooks to meteorologists, had received some special kind of military technical training.

Second, there is a supplementary training program of an informal type, which will have a great many implications for education, particularly community and adult education after the war. It is a tremendous orientation program, involving the use of recording graphs, maps and charts covering topics of instruction dealing with complicated subject matter.

Third, there is a formal off-duty educational program which consists of correspondence courses and organized classes in camps and posts. In certain inactive bases in the Caribbean sector and Alaska, classes are being conducted without text books, frequently without certified teachers, and without any of the paraphernalia which we have thought indispensable in order to have a successful educational program. The range of subject matter is wide and includes any subject which the local military personnel want and for which a teacher can be found at hand. Such classes may be taught for a few weeks or for several months. The amount of correspondence study is increasing in volume and there are now approximately several hundred thou-

Continued on page 4, column 1

'U' Makes Yearly Business Report To June 30, '43

Sources and Amount of Income, and All Expenditures Shown by Middlebrook

WAR COURSES FACTOR

Data on Students, Staff, Endowments and the Like Included

Including outlays made and payments received for contract courses with the Army and Navy, for engineering courses for women and for the Engineering, Science, Management Defense training program, the University of Minnesota's balance sheet for the year ending June 30, 1943, stood at \$15,074,265.49 it was shown today in the annual report of W. T. Middlebrook, vice-president for business administration.

Indication that up to the date of the report the university had spent more on war training programs than it had got back was seen in the fact of greater expenditure than receipts under the heading "service enterprises and revolving funds" under which these transactions, among others, were carried. Receipts were \$4,388,293.52 and outlay \$4,533,213.42.

This was not taken to mean that the university will ultimately come out on the short end of these programs, but to reflect delays in final negotiations of contracts with the armed services, which have bargained closely.

The difference between total receipts of \$15,063,006.94 and expenditures of \$14,029,291.45 was made up in six items, namely, certificates redeemed, \$40,000; reserve for depreciation, \$45,000; endowment increase, \$112,152.24; transfer to athletic contingent reserve, \$20,000; increase in outstanding obligations and allotted balances, \$821,773.51, and free unencumbered balance, \$6,048.29.

From the State of Minnesota the university received \$3,734,000 as legislative maintenance appropriation, \$236,529.54 from the millage tax of 23-100 mill, \$200,000 as the state's share of care for indigent patients in University Hospitals and \$326,286.60 from special projects administered by the university for the general benefit. Among the last named are agricultural extension, the county agents, research projects in agriculture, dairying, mining, horticulture medical science, child welfare and the like.

The University of Minnesota received \$774,901.41 in grants from the federal government, apart from war teaching programs, more than half of it for agricultural extension, with \$147,269.04 for agricultural research and the remainder for teaching.

Other sources of income were given as follows: Intercollegiate athletics, \$321,106.63; permanent university fund income, \$311,341.92; swamp land fund income, \$70,025.56; fees and receipts, \$2,816,529.40, of which student tuition fees accounted for \$1,344,275.70; trust fund income, \$1,883,992.96, plus the sum already given for service enterprises and revolving funds, \$4,388,293.52.

On the side of expenditures, war conditions held the sometimes large item of physical plant extension to a minimum of \$40,243.95, mostly accounted for by the preparation of buildings to serve in the war training program. Largest item of expenditure, as always, was that for instruction and research, which came to \$6,260,924.60, or 65 per cent more than the entire state appropriation for maintenance.

Outlay on service enterprises and revolving funds came to \$4,533,213.42; trust fund expenditures to \$1,391,545.12, intercollegiate athletics to \$211,502.08 and operation of physical plant to \$707,085.53. In the central operation of the university, cost of administration was \$246,957.88 and general university expense, such as library, printing, employment bureau, storeshouses and the like, came to \$637,818.87.

Cumulative collegiate enrollment
Continued on page 2, column 2

Hillel Honors Sweden's King

Establishment of permanent inter-faith fellowships at the University of Minnesota and the University of Wisconsin by the B'nai B'rith organization was announced last week. The fellowships are in recognition of aid which citizens of Denmark and Sweden gave to Jews when Hitler's storm troopers threatened their annihilation.

The scholarships, valued at \$300 yearly, will go to a junior year student adjudged by faculty and campus religious organization leaders to have made the most significant contribution to inter-faith amity.

The governing body of B'nai B'rith Hillel foundations on 134 campuses established the fellowship at Minnesota in the name of King Gustaf of Sweden, and at Wisconsin in the name of King Christian of Denmark.

Dr. Walter C. Coffey, president of the University of Minnesota, said in approving the fellowship, "nothing could be more appropriate than for National Hillel foundation to establish at the University of Minnesota a fellowship in honor of King Gustaf of Sweden."

O'Brien on Air For Four Groups

Dr. William A. O'Brien, director of postgraduate medical education, University of Minnesota, now represents four organizations in his radio health talks over WLB and WCCO. These are the Minnesota State Medical Association, University of Minnesota School of the Air (WLB), Minnesota Hospital Association and Minnesota State Dental Association.

His February talks will be: 5th, Venereal disease control (WCCO, 9:15 a. m.) and Medicine in the news, (WLB-KROC, 11:30 a. m.); 9th, Body Weight and Health (WLB, 11 a. m.); 12th, Amebiasis (WCCO, 9:15 a. m.) and Medicine in the News (WLB-KROC, 11:30 a. m.); 16th, Care of the Teeth (WLB, 11 a. m.); 19th, A typical Pneumonia (WCCO, 9:15 a. m.) and Medicine in the News (WLB-KROC, 11:30 a. m.); 23rd, Diseases of Teeth and Gums (WLB, 11 a. m.); 26th, Sore Mouth (WCCO, 9:15 a. m.) and Medicine in the News (WLB-KROC, 11:30 a. m.); 28th, Your Hospital in Wartime—the Nurse (WCCO, 4:30 p. m.)

Robert Penn Warren, Faculty Writer, Brings Out Novel; at Work on Another

Former Editor of "Southern Review" Is Versatile as Novelist, Poet, Critic

The University of Minnesota has another writer on its staff, a fact pretty well known by now, for Robert Penn Warren, professor of English literature, is well into his second full year on the faculty of the College of Science, Literature and the Arts. The department need hardly be stated in view of the title.

You'll get some idea of Professor Warren from the facts that he is a Kentuckian, with degrees from Vanderbilt and Oxford, where he took a B. Litt. as a Rhodes scholar, but if you just trot out the stereotypes you may have in mind for persons with those experiences (I can always tell a Yale man) you may find that you shot at the woodshed and missed the barn.

Currently the most interesting thing about Mr. Warren is that his recent novel, "At Heaven's Gate," is making lists of best books of the year; certainly something to be pleased about when the writer is here in our own English department. And let it be said also that he has written some excellent poetry, although one hesitates to call him either poet or novelist, for he is a writer. Criticism is also among his metiers, and his texts, "Understanding Poetry" and "Understanding Fiction," both in collaboration with Cleanth Brooks of Louisiana State University, have been widely adopted.

Mr. Warren's third book of poetry, "Selected Poems" will be brought out in February by Harcourt, Brace, publishers of "At Heaven's Gate." His other books of poems are "Thirty-six Poems," published in 1936, and "Eleven Poems on the Same Theme," 1942.

Naturally this author new to Minnesota is at work on another novel, but not one of Minnesota setting. "I wouldn't know how people talked up here," he explained. Just as his current novel is a study of an aspect of business, including the damage that can be done to people by being in the wrong type of business in the wrong way, the book on which he is at work is a study of a certain flamboyant, and worse, type of southern politician. This character will not necessarily be "Ole Gene," or "The Man," or "Huey," but one who exerts unusual powers of imagination can get the general idea.

"I'm not so much interested in any particular individual as in origins, in what makes this sort of career, this type of political power, possible," Warren said. "In one place politics may be in the hands of business; in another a colorful figure becomes personally dominant. Just now it is the latter type about which I am writing."

Many have and many have not heard of "The Southern Review," but it was a periodical edited at Louisiana State which is said to have been the best thing of its kind in this country during the period of seven years over which it was backed by "State." The "Review" dealt with politics and social questions, and in its literary division with novelettes, short stories, poetry and criticism. It was with the literary division that Professor Warren was chiefly concerned, although he describes the venture as one in which all the editors considered the contents in general. Also, he points out, both in the source of its contributions and in its subscription list, it was a national, in fact an international, periodical. It was not devoted to what was once thought of, and quite rightly, as "southern literature."

One can get off the subject in talking with Mr. Warren and ask him, for example, what an Oxford "Don" is and why he is called "a Don." Well, the answers are, first, that an Oxford "Don" is an instructor, and chimes in Professor Joseph Warren Beach, head of the department and the man who brought Professor Warren to Minnesota, the word "Don" comes from "Dominus" or "Master" which was the title of a teacher in a medieval university. Mr. Warren also answered the question whether English literature is taught in British universities as it is in the United States and, as it turns out, the answer is a qualified "no" or a qualified "yes." In other words, it's different. But there are lots of lectures on literature, to which one goes if he wishes, and to some of which he goes because his tutor tells him to go. Students there also get a lot of their literature by just reading, and by holding discussions

with their tutors and with other students.

"Night Rider," published in 1939, was Mr. Warren's first novel. It is a story of the terroristic activities that once swept through the tobacco planting country of the Middle South.

Professor Warren was born in Kentucky in 1905 and his bachelor of arts degree is from Vanderbilt University, Nashville, Tenn. He was studying at an eastern college, Yale, I'd say, when he was elected to a Rhodes scholarship, representing his native state. It was in 1930 that he took his Oxford degree. He has since taught at Vanderbilt and at Iowa and Colorado, as well as at Louisiana State, where he remained a number of years and from which he came to Minnesota.

Among the courses he offers at Minnesota are part of "Twentieth Century Literature," courses in the short story, in poetry and in modern drama.

It is no mere cliché to say that "At Heaven's Gate" is not easy to lay down once one has opened it. No one would call it pleasant reading, but it is certainly skillful and comprehensive writing. Mr. Warren is a novelist on a good deal more than the book jacket. His poems, also, bespeak the individual writer. He has a strong emotional reaction to the materials with which he deals, and if the results are in places a touch deeper than the willing reader's comprehension, well, the same may be said for a great deal of modern poetry. This reader is going to finish "At Heaven's Gate" tonight and wait with impatience for that ol' "Huey (The Man) Gene."

'U' Makes Yearly Business Report

Continued from page 1, column 5

ment for the year was set at 17,230, non-collegiate at 14,503, and extension at 10,232. With all part-time workers reduced to full-time equivalent, it was seen that the university had an academic staff equivalent to 1,628 persons and a non-academic staff of 1,317.

Total endowment was reported at \$23,266,507.29, with student loan funds additional, of over \$500,000.

A brief version of Vice-President Middlebrook's report is being mailed this week to interested persons. Those desiring a copy of the full report may have it by writing his office in the administration building, Main Campus.

Sheep-Shearers Not to Be Caught Short

To offset danger of an acute shortage of sheep shearers this spring, the Minnesota Agricultural Extension service and the State Department of Education are again sponsoring sheep shearing schools in communities where the demand is great enough to warrant a two-day instruction period.

One of the big manpower problems for 1944, according to W. E. Morris, sheep specialist at University Farm, will be harvesting the wool crop, since shortage of sheep shearers may be even worse than it was last year when many flocks were not clipped until the middle of summer.

Schools will be conducted by experienced shearers and are open to anyone wishing to learn sheep shearing. One of the aims is to teach flock owners so they can shear the home flock as well as do some custom shearing for neighbors. Those interested are urged to register at once at the county extension office, since location of the schools will be determined by enrollment.

Last year 16 schools were held with a total enrollment of 235 from 38 different counties.

Burton Paulu, WLB Manager, Goes to War Zone

Burton Paulu, manager of WLB for the past six years, has left the university to take a radio job with the Office of War Information in North Africa.

Mr. Paulu has gone to New York where he will take a training course for a month or two before going overseas. He will do radio broadcasting in North Africa for the overseas division of the OWI—probably broadcasts to the enemy. However, he still doesn't

Four-H Army Faces Big Job

The 4-H home front army which broke all records for food production on Minnesota farms during 1943 is being mobilized for an even greater war job in 1944, says A. J. Kittleson, state 4-H club leader. Beginning with the new year a series of winter institutes will be held which will reach into all sections of the state.

Attending the 4-H institutes will be a large number of the 9,000 4-H volunteer local leaders who worked with county extension agents during the past year in enlisting nearly 50,000 boys and girls for 4-H work, outlining their projects and activities, and giving them advice and assistance in reaching their goals. Of these leaders, approximately 4,000 are adult men and women who serve without pay as teachers and advisers to the individual clubs. They are assisted by 5,000 junior leaders who are older 4-H members who have made club leadership an advanced phase of their own club record.

The institutes will be held in schoolhouses, town halls, and community service centers. State 4-H staff members will turn demonstrators and show local leaders how to train boys and girls in the farm and home tasks that have a direct contribution to war food production. Among these tasks are how to fight insect pests in the victory garden, how to distinguish between layers and non-layers in the poultry flock, how to feed the flock for greater production, how to wash and care for dairy utensils on the farm, how to speed up the job of milking, how to raise the dairy calf on less milk so that more can be released for human consumption and how to do a score of other jobs in the home and on the farm to increase the efficiency of the food production plant and ease the work of busy adults. Citizenship activities and home projects for 4-H members are also being stressed at the institutes.

Members of the state 4-H staff who will conduct institutes are Kittleson, E. W. Aiton, Glenn Prickett, Mildred Schenck, Margaret Pobes, Norman Goodwin and Kathleen Flom.

Says Garden Seeds Plentiful

Victory gardeners won't have to worry about a shortage of vegetable seeds this year. While there may be shortages in some varieties, in most cases other varieties of the crop will be available which are just as good or nearly as good, according to A. E. Hutchins, horticulturist at University Farm, St. Paul.

To be assured of getting desired varieties, however, Hutchins advises planning the garden now and buying seeds early. At the same time he warns gardeners against ordering more seeds than necessary and wasting them in planting. Germination may be increased by planting at the proper depth in a smooth, thoroughly pulverized seed bed.

Garden seed left over from last year can be used if it has retained its viability. Growing power of seed can be tested simply by scattering a definite number of seeds between two pieces of moist blotting paper cut to fit the bottom of a plate. Over the blotting paper place an inverted plate or piece of glass to prevent evaporation. Set in a warm place and keep the paper moist by wetting when necessary. If 100 seeds are used, the number of seeds sprouting will give the percentage of germination, or if 25 seeds are used, four times the number sprouting will equal the percentage of germination. If germination is low but fairly good, the seed can still be used by increasing the rate of planting.

Under cool, dry storage conditions most vegetable seeds retain their viability for several years, but a few deteriorate rapidly. Seeds good only for one year are Martynia, onion, parsnip and sea kale; seeds good for two years are dandelion, leek, okra, and salsify. Most others are good for three or four years. Since storage conditions vary widely, it is a good idea to run germination tests of all old seed.

know what his exact duties will be.

Mr. Paulu started broadcasting his radio course in music appreciation in 1931, and was made assistant director of the station in 1934. In 1938 he was made manager of WLB.

Service Strike Runs Five Days

Continued from page 1, column 1

wages and working hours in the service group up to equality with those of other state employees. Money was provided to remove practically all wage inequalities. Funds that would make possible the removal of inequalities in hours of work were not forthcoming. This and other aspects of the situation were covered by President Walter C. Coffey in the following public statement which he made at the outbreak of the strike:

Statement by President W. C. Coffey

"Public Building Service Employees Union Local 113, A. F. of L., has declared a strike against the University of Minnesota. I urge that all staff members of the university as well as all other citizens of the state keep in mind the basic issues that are involved.

"The basic issues as represented by demands of the union involve recognition of this union as the collective bargaining agency and the establishment of arbitration machinery. The Regents cannot accept these demands for the reason that they are contrary to the established policy of the State of Minnesota of which the University of Minnesota is a part. Any departure from such established public policy in the matter of recognition of unions and the establishment of arbitration machinery is a matter for primary consideration by the Legislature and not by the Regents. No agency of this state is granting this kind of recognition to any union nor does any agency of the state have arbitration machinery of the type demanded. Neither does the State Civil Service provide for them. If state public policy or civil service procedures of Minnesota are to be changed, the Regents cannot assume the responsibility of establishing the precedent. The Legislature should first consider such changes.

"The University Civil Service includes procedures to insure consideration of all employee grievances and appeals involving them, but the union has consistently refused to carry a single case through this appeal machinery. It has never once been fully tried. Furthermore, the Regents have indicated willingness to have any appeals from the decisions of the University Civil Service Director go directly to the Labor Committee of the Board, and then, if necessary, to the Board itself. The union has rejected the Regents' Labor Committee as an appeal agency.

"The foregoing are the primary issues. The union has refused to discuss their demands relating to wages and working conditions until the demands for recognition and arbitration machinery have been met. The last Legislature provided sufficient funds to remove largely the differentials between the pay of university employees and the pay of other state employees doing like work. The Regents hope that succeeding legislatures will provide the necessary funds to remove the differential which now exists in hours of service. The Regents have stated to the union that they pledge their efforts to a removal of this difference.

"The strike is particularly serious because it involves the training of thousands of Army and Navy men as well as fundamental war research. The Army and Navy are in agreement that the training programs must go on. To avoid misunderstanding or embarrassment to the Army and Navy, the university has discontinued all civilian classes until further notice. However, all members of the staff, both academic and civil service, are urged to be on the job in order that there may be no interference with these war programs either directly or indirectly."

Hospital Hard Hit

The most immediately unfortunate aspect of the strike was that from Friday morning to Sunday morning the University of Minnesota Hospitals, which care for, among others, several hundred indigent patients sent in by Minnesota counties, were so seriously understaffed as to reduce their efficiency far below fifty percent. It was necessary to refuse admission to new patients, and a considerable number of the less seriously ill were discharged. Among these were fourteen soldiers whom the Army removed to the hospital at Fort Snelling.

Finally, on Sunday, additional service workers were permitted by pickets to return to their tasks at the hospitals, and during the last two days of the strike service

University World Famous After 75 Years

By splitting the difference between two dates, 1868 and 1869 when final arrangements for the opening of the collegiate department of the University of Minnesota were made and when the re-opening took place, the year now beginning may with at least partial accuracy be considered the seventy-fifth in the existence of that now famous institution. Technically the university dates from 1851, year of the organic act creating it.

Although many universities have held elaborate exercises to mark their important anniversaries, war conditions have precluded any such arrangements at Minnesota as it passes a year which at least gives it the dignity of full maturity.

As it has been for many years past, the University of Minnesota remains according to official figures for all educational institutions, the second largest state university, only California being larger in that category, and the third among all American universities, Columbia ranking second when private as well as state institutions are included. This is with respect to full time civilian students of college rank, of whom the University of Minnesota has registered this year no fewer than 8,122, of whom 7,745 were in attendance when the last report of the fall quarter was made on December 11.

Despite the relatively smaller number of civilian students as compared to years of peace, the public will be surprised to learn that Minnesota has had in attendance at all types of educational activities this year no fewer than 26,075 students, of whom 21,475 were still enrolled as of December 11.

Let it be said that this number of college students was claimed, the following tabulation of who these students are, over and above the full-time college students, will be presented: Students who have attended—Nursery school and kindergarten, 83; University high school, 252; Center for Continuation Study, 297; Contract Courses, including contracts for army and navy students and women engineers, 6,509; Central School of Agriculture, 174; North Central School, 52; Northwest school, 394; West Central school, 363; Evening Extension, 4,641; Correspondence Study, 4,329; Short Courses, (extension), 31; Short Courses (ag), 963; grand total, U. of Minnesota, 26, 117; duplicates, 38; net total to December 11, 26,079.

Besides the instruction of these students, ranging from tots to candidates for the doctor of philosophy degree, lawyers, engineers and doctors of medicine and dentistry, the university performs other important functions, which have grown in number and value over 75 years on an even greater scale than that of the state's development from a frontier to the imposing modern commonwealth.

Its scientists, social scientists and men in the arts and letters constantly conduct researches, many of vast importance both to the war effort and to the designing of the postwar world.

It serves, along with other centers of learning, as a great repository of knowledge, a sort of universal library in which the knowledge and skills that distinguish the civilized from the savage world are preserved as well as extended.

It serves directly and practically many aspects of Minnesota life, through such agencies as the League of Minnesota Municipalities, the Geological Survey, the campus contributions to the State Board of Health, Minnesota Tax Commission and the like.

The University of Minnesota must also be considered the state's most far-reaching and successful advertisement, known the world over and in every cultural center of the United States. Minnesota achievements in many scientific and scholarly fields, and also in athletics, are admittedly distinguished.

And so, as the new year opens, the University of Minnesota remains at practically full strength.

there was approximately normal.

On Saturday, January 15, a number of volunteer Red Cross workers from the Hennepin County Chapter, helped out with various hospital functions, chiefly in the kitchens.

Civilian classes were resumed Wednesday morning, January 19, and by the end of that day the campus was back to normal.

'U' Planning for War-Interrupted Student Careers

Many Who Have Taken Emergency Training to Seek Fuller Course, Coffey Says

War-time training has been to a considerable extent training to fit the man for the immediate performance of a necessary task and has left to the future the completion of a rounded education, especially in liberal arts aspects, President W. C. Coffey told members of a Pre-Meteorology "B" group who were graduated from the Army Air Forces course on November 26.

His address follows:

It is a real privilege to be invited to say a few words to you this morning at these exercises which mark the completion of the Pre-meteorology B curriculum.

These exercises are symbolic of important and far-reaching changes that have taken place in higher education since the attack on Pearl Harbor almost two years ago. How far back that date now seems! The initiation of war training courses on college campuses is one of the striking developments of the war period. The colleges and universities went through much the same turmoil of mind that you as individuals probably experienced. When the war first came, we as institutions, wondered how we could serve. What could the colleges and universities do to help win the war? That was the question college presidents and college faculties kept asking, just as you asked it of yourselves. Gradually, out of many weeks of uncertainty, and even frustration, there finally emerged these various training programs. On this campus, the Army Air Forces programs were among the first to be established. Through these courses the University is now making its war contribution.

Although you have followed curricula that were planned by the Army Air Forces and its civilian representatives, the actual instruction and conduct of the courses has been the responsibility of the University of Minnesota, where the work was organized under the competent direction of Professor R. W. Brink. The University of Minnesota was given reasonable freedom in carrying out the program that you have been following. Our faculty members were free to select the textbooks, give tests of their own making, and maintain, in general, the same standards in conducting the course as would have been applicable to a similar class of civilian students. Beyond prescribing the course of study, it will thus be seen, the military assume a subordinate position during the learning period. That they do, it seems to me, is of considerable significance.

The uniqueness of your situation as Army men today lies in part in the contrast between the type of program you have just completed and the S.A.T.C. training of World War I. True, that program of Twenty-five years ago was of short duration, but while it lasted it bore little resemblance to the one you have just completed. Its shortcomings are still remembered and discussed by educators, and I presume also by service representatives, who had contact with it in 1918.

War I College Training

The World War I program started out originally to combine military and academic training under a plan whereby the inducted students were to remain in college for three years, during which they would acquire the foundations that would fit them for commissions. However, by the time the program got under way, the residence period had been reduced to a maximum of nine months. But, more important than that, a reasonable balance between the military and academic phases was never established, and as a consequence, the colleges and universities were generally dissatisfied with the functioning of the entire training program. No such happy relationship prevailed as that between the administrators of this program and Captain Rolontz.

The twenty-five year period which has elapsed since the 1918 armistice has not erased the memories of that somewhat unhappy educational venture. Rather, it has served to make more vivid to the educators the shortcomings of the S.A.T.C. program. It is not surprising, therefore, that when it appeared early in the present conflict that the various armed services would need substantial assistance from the higher education

al institutions if they were to meet their astronomical training goals, careful thought was given by both educators and service representatives so that the difficulties which developed twenty-five years ago would not during the present conflict, mar the relations between the two groups.

Perhaps it is unnecessary for me to point out that courses such as the one you men have just completed do not purport to turn you into qualified professional men. After completing this pre-meteorological course I am sure you are as aware of this fact as I am. If time were not such an important factor, it might be desirable to plan courses which do just that. It would certainly make more easy your transformation into civilian life following the war's end. Actually, the Air Forces felt the necessity of focusing all curricula rather sharply to provide the technical competence to make each of you useful for immediate Army needs. Thus to some degree you have been fed, one may say, on an unbalanced ration because the needs of the armed services right now have had to be given the ascendancy over desirable peacetime requirements.

But just as people who have been deprived for a time of certain of the basic elements necessary to healthful living need specially prescribed and carefully administered nourishment if, after the emergency, they expect to be brought back to normal physical health, so each of you young men will need, after the war, to take an individually tailored prescription to correct as far as possible the educational malnutrition which will have affected each of you in different ways and in differing degrees.

A large majority of you, I am sure, will return to a higher educational institution as soon after the war as you are discharged from the Army. Some of you will have found that the basic training you have received has opened up a new vista to you. You will have found in it, perhaps, a vocation for your post-war endeavor, or you may have become convinced that you wish to specialize in a closely related field. In either case, you will discover that much of the training you have received both in school and in the Army can be utilized and credited toward a college degree. On the other hand, you may have been quite willing to prepare yourself for war work in meteorology or related fields because you saw that you could thereby make an important contribution to the winning of the war, but you have no desire to follow into related fields in peacetime. With the close of the war you plan to get the best training it is possible to secure, but you want that training to be as far removed from mathematics and science as it can possibly be.

Plan for Post-war Continuation

Whatever vocation you may plan to enter, whatever your individual problems may be, it is almost certain that you and the other returning members of the armed services will find yourselves when you balance up your educational ledgers with inadequate backgrounds in the humanities and in the social sciences. Those are deficiencies which you must not allow to remain through life. It is these areas of knowledge which make it possible for men to prepare a better future through a more adequate understanding of the past and of humanity. Any hope that we may have of avoiding future wars, of attaining to any appreciable degree the freedoms embodied in the Atlantic Charter, or of creating a better world for other peoples and for ourselves is predicated on the understanding which is achieved best through a broad, general education in which the humanities and social sciences constitute an important and irreplaceable part.

By now you will have discovered that it was not my intention today to burden you with a scholarly address in review of the accomplishments of higher education, to comment on the progress of the war, or to reveal the importance to society of the training that you have received. Rather, I felt that I should take this opportunity to congratulate you on your attainments. You met high standards in being selected to undertake this training. The curriculum you have pursued has been difficult and the requirements have been exacting. You have had to face unusual problems. Yet I know that the part each of you will play in the war will be that much larger by virtue of this training.

I must not close without placing emphasis on the importance of the post-war period and the responsibility which each of you will have in it. Higher educational institutions are already planning so that they will be ready when de-

Nafziger Heads Research Setup



Prof. Ralph Nafziger

Report Progress On Hodson Project

Progress toward an educational memorial to the late William Hodson, former commissioner of public welfare for New York City, killed in an airplane accident in Guiana, was reported at a recent meeting of the University of Minnesota Board of Regents. Anniversary of Hodson's death was January 15.

A lectureship or research program in the field of social work is considered a probable form for the memorial to take. President Walter C. Coffey named Vice-President Malcolm M. Willey, Dr. F. S. Chapin, head of the department of sociology, and Professor Gertrude Vaile as a committee to consider plans with the William Hodson Memorial committee.

Serving on the latter committee with Professor William Anderson, its treasurer, are Addison Lewis, Harold W. Sweatt, Sigurd Ueland, Edgar F. Zelle, all of Minneapolis, and Philip L. Ray of St. Paul.

Dr. Anderson said gifts have been coming in in sizeable amounts for some time, among well-known contributors being Herbert H. Lehman, director-general of United Nations Relief and former governor of New York, Marshall Field, Mr. and Mrs. Harold W. Sweatt, Mr. and Mrs. Edgar F. Zelle, Miss Marguerite M. Wells, formerly of Minneapolis now national director of the League of Women Voters, and Mrs. Anna Lord Strauss of New York.

Mr. Hodson was a member of the Class of 1913, of which Dr. Anderson, head of the department of political science in the university, was also a member. Mr. Hodson was one of the university's best-known graduates of comparatively recent years. He started in social work in Minnesota.

Don't Neglect Stored Food

Check your pumpkin and squash, as they usually deteriorate about now, if they haven't already begun to do so. If you are afraid they won't hold over, can them while still in first class condition. Use either pumpkin or squash to make "pumpkin" pie, with a little sweet potato worked in if you have a leftover to get rid of. If you have never canned these vegetables, ask your County Home Demonstration Agent for a free copy of Extension Folder 100, Home Canning of Fruits and Vegetables.

Cold, But Not Too Cold

Potatoes do not keep well in extremely cold storage. If held for a length of time just above freezing they turn dark when cooked and develop a sweetish taste. So long as they do not actually freeze, the quality comes back if they are left for a few days at room temperature. As commercial storage is often held very close to freezing, it is advisable to keep at least enough potatoes on hand to allow for a reconditioning period before using.

mobilization presents them with the biggest and most important educational task they have ever faced. When that time comes, you too will have an obligation to discharge to yourself and to society. We must not repeat our mistakes of the post-war period following World War I. It is not too soon to begin to think of continuing and completing your education. And in bidding you Godspeed it is with the hope that many of you will eventually return to this campus. I can assure you that we shall welcome you back. And I hope the day may come soon!

Deferments To Be Fewer

The colleges and universities have been informed that student deferments have been limited by a reduction in the number of specialized fields of study which will keep a student out of service, and by the fixing of a national quota of students who may be occupationally deferred at 10,000, in addition to those who are deferred to be graduated on or before July 1. This figure, of 10,000 is considerably lower than the number deferred in the past.

The total number of pre-professional students occupationally deferred at any one time may not exceed 50 per cent of the total average number of students in the school of medicine, dentistry, veterinary medicine, osteopathy or theology, respectively, in the years 1938-'39 and 1939-'40.

General Hershey recently outlined the way the reduction in student deferments will operate. The scientific and specialized fields in which undergraduate students may be deferred if they will be graduated on or before July 1, are as follows:

Aeronautical engineering, agricultural sciences, automotive engineering, bacteriology, chemical engineering, chemistry, civil engineering, forestry, geophysics, marine engineering, mathematics, mechanical engineering, meteorology, mining and metallurgical engineering, including mineral technology; naval architecture, optometry, petroleum engineering, pharmacy, physics, including astronomy; radio engineering and sanitary engineering.

Students in these courses have to be approved by university authorities as competent, and the national roster of scientific and specialized personnel of the War Man-Power Commission must endorse the school.

Night Class Attacks Problem Of Minorities

"Racial and cultural democracy" is the name given to a new course offered in the General Extension Division's second semester in the interest of those who wish to see the ideas of democracy better expressed in race and cultural relations.

Representatives of or persons having a special interest in such groups as the Jews, the Mexicans, the Chinese or Japanese-Americans and the Negroes will present the problems of these minorities during part of the course, following three introductory lectures that will set the stage.

The last third of the course will take up six aspects of the minority problem in the following lectures: "Minorities and the governor's race commission," Rev. Francis Gilligan; "Minorities and the schools," Prof. Theodore Brameld, University of Minnesota; "Minorities and social agencies," Louis Towley, Minnesota Conference of Social Work; "Minorities and Business," Charles Horn, Federal Cartridge Co.; "Minorities and Labor," Ray Wentz, labor division, War Production Board; "Educating the parents," Rev. Wallace Robbins.

Registration for the second semester classes of the General Extension Division may be made through Feb. 14 without late fee, according to Watson Dickerman, program chairman. Classes of the second semester started Feb. 7.

Dean of Students Reports Counseling

Edmund G. Williamson, dean of students, was in Washington this week to present a 54 page report to the Commission on Vocational Counseling of Veterans.

He is chairman of a committee on the training of counselors, and in this preliminary report, he discusses the training program for these counselors. A number of university professors are on this committee.

Stuart Chapin, director of the school of social work, and Amaratta Jones, lecturer in sociology, have written a report on "Community Relationships," Walter Cook, professor of education, "Test and Measurements," Starke Hathaway, associate professor of psychology and clinical psychology, "Clinical Psychology."

Dale Yoder of the war labor board will report on "Labor Problems"; Lloyd Short, director of training center for public administration, "Public Personnel Administration"; Capt. M. E. Haan, former director of the Activities

'U' Sets Up Research Plan In Journalism

Creation of a division of research in journalism, said to be the first of its kind, within the School of Journalism, has been approved by the Board of Regents, University of Minnesota.

A strong record in journalistic research on the part of the school's faculty encouraged President Coffey and Dean T. R. McConnell of the College of Science Literature and the Arts to recommend establishment of the division. For example, the Journalism Quarterly, supported by the Association of Schools and Departments of Journalism, is published at Minnesota.

Dr. Ralph D. Casey, school head, will appoint Prof. Ralph O. Nafziger, long a member of the faculty, as research director.

Stated purpose of the research division is "to encourage the acquisition of new knowledge of the press and other communication agencies, to stimulate fundamental and applied research in the fields of these agencies, to direct and organize various researches undertaken under its sponsorship by journalism staff members, to encourage the grant of research funds from various sources, including publisher and editorial groups and individual newspapers and agencies, and to seek to ally the division with the great research foundations which grant funds for study of such social agencies as the press."

First project of the research division, Dr. Casey announced, will be one financed by a gift from the Minneapolis Star-Journal and Tribune, for which it will examine problems dealing with the press that will have general significance for the newspaper industry and also make investigations of special interest to the donor, such as reader interest surveys and the like. This agreement covers the 12 months period to Jan. 15, 1945.

Campus YWCA Is 53 Years Old

Fifty-three years of service on the university campus has given the YWCA a full and varied program.

Even as far back as the gay nineties, the University YWCA conducted a mending bureau and notified college men that they could bring their socks in to be darned. And now after some fifty years they're still mending, but the service is open only to service men.

Also in the early years of the YWCA a bulletin regarding living conditions and expenses was sent to all girls graduating from Minnesota high schools, a handbook was prepared to assist freshmen in their orientation to college life, and students were given help in finding suitable living quarters near the University.

These are only a few of the activities which have been consistent with the Y program through its fifty-three years of existence.

In the early part of the century the association began to plan joint activities with the YMCA, thus stimulating friendships among students outside the classroom and encouraging mutual participation in Y work. Found in the journals of the YWCA's social committee for 1906 was a note of activity quite different from our modern sophisticated ways: "April 12—committee meeting on group outing—10 girls present, each girl planned to take a freshman and go to Minnehaha for crocuses."

A calling committee was formed in 1900 to visit coeds when absent from class or students sick in the Health service. During the "flu" epidemic of 1923, daily visits were made by Y coeds to those confined in the Health service.

A series of meetings called "know Your Faculty" were conducted in 1916 to bring about closer relationships between students and faculty.

Religious education has played an important part in the Y's program, and has developed from weekly prayer meetings to regular noon-tide meditations put on by students.

From 1907 until 1940 the YWCA was housed in Alice Shevlin hall. Before then a room in Burton hall was used. In 1940 the association moved into its new quarters—215 Union—where it carries on the old traditions.

bureau, and Arthur Brafield, acting secretary of the administrative committee, "Education and Other Training Opportunities"; Edmund Williamson, "Supervised Counseling Practice."

Guidance of Postwar Veterans to Be Major Problem

Continued from page 1, column 3

sand such enrollments. A few months ago sixty-four courses were offered by the Armed Forces Institute at Madison, Wisconsin. In addition, 700 college courses were offered through the Armed Forces Institute. This correspondence course educational plan is growing by leaps and bounds; already a half million men are being reached by the program, which is an off-duty program and not part of the formal technical teaching of the Army, Navy, and Coastal Artillery.

Fourth, there is an informal off-duty educational program based on such facilities as camp libraries. Over a year ago there were a minimum of ten million volumes in the camp libraries and the librarians report that these books circulate very widely and the range of reading interest is wide. Not only were fiction and detective stories popular, but serious books were in great demand.

How to Accredit Work Done

Over a year ago those in charge of the Army and Navy educational programs became concerned about what is to be done with the educational experience of military personnel when the men and women return to civilian life. They will all have had a rich educational background and it would be preposterous to think that it would not count for anything when they return to civilian schools and colleges. Consequently, some plan for accreditation of these learning experiences was needed. It is not possible to accredit military training courses as we do civilian educational programs since the clock hours of exposure in classrooms or any of the other standard criteria used in accreditation cannot be used. We, therefore, sought to develop a program which involved the measurement of the product of learning rather than the identification of accessories of instruction. There have been a few rugged pioneers who have advocated this type of accreditation through measurement of the product of learning. Ben Wood, of your own state, has been a lone voice crying in the wilderness for accreditation by means of measurement of what is learned rather than description of the conditions under which something may have been learned. A very competent staff of individuals who are experts in measuring the product of learning are now in the process of developing examinations which a soldier or sailor may take at any time he feels he is ready to demonstrate that he knows something regardless of how he got it, whether through attendance at a class or through reading, libraries, correspondence courses or merely by traveling. These examinations will be given under very careful supervision all over the world and certified by the Commanding Officer of the unit to which the individual soldier or sailor is attached. They will then be forwarded to the Armed Forces Institute and through it to the educational institution to which the individual expects to return following demobilization.

What will the educational institution do with the results? If they have anything like foresight, they will immediately accept them as bona fide evidence for determining whether the individual has learned as much in the military life as he would have learned had he remained in civilian educational life. If educational institutions are not prepared to accept these reports, then we shall have much difficulty readjusting soldiers to civilian educational life. I should point out that the amount of credit to be given for a course will be a "local States' right" function. There will be no attempt on the part of the military to dictate how much credit should be awarded. Rather will the Army and Navy provide educational institutions with information on the basis of which a decision can be made by civilian educators.

Let me return to my second post-war problem. When men and women are demobilized, and they are being demobilized now, they will have had the kind of experience which matures one rapidly and wipes away a good many of the foggy ideas they have had, the uncertainty that they felt when they were civilians; therefore, they may be prepared to settle down in a matured way with regard to occupational adjustment. Many of them will want employment; it is anticipated, in fact, that most of them will want a job at once. Some of them will want to get married and enjoy the comforts of living in a house as contrasted to living in military barracks. Therefore, there will be tremendous pressure on their part to settle the problem

of vocational placement and job placement immediately. In fact, many will want to settle this before they have thought through their personal problems of readjustment to civilian life. Plans are now being made to establish vocational counselors in uniform to help the men make their plans for civilian adjustments. I refer not merely to the casualty cases and the disability cases now being discharged, but also to other men, particularly those in quiet sectors. Specially trained counselors are being appointed to work with the men in these quiet sectors to help them crystallize their personal plans for the post-war period.

A Problem to Be Faced

One might be concerned lest the immediate pressure for job placement becomes so great that many of these soldiers and sailors will return to a job without having completed their training. That was the experience of thousands of men following the last war and you will remember that ten years later when the depression came many of those half-trained men were the first to lose their job. They were marginal workers and therefore could not compete satisfactorily with other workers who had completed their training. This may prove to be a very serious problem from the standpoint of education and society at large. Shall we encourage men to secure employment immediately without having completed their training and therefore with a prospect of not being able to maintain their job relationships over the next decade or two? It is indeed a very serious problem, and the second weakness in this urge for immediate job placement lies in the fact not only that they have incomplete technical training but that they have incomplete general background. If this war has demonstrated anything with respect to education, it is the fact that the liberal arts and general educational programs have real values. There are still those who feel that technical training is the only thing that counts, but I think that we are beginning to understand that technical training may be of major importance as far as job training is concerned, but that it is insufficient as far as citizenship is concerned. If we have technically perfect robots for men and women, we are very apt to undermine our free democracies.

For these and other reasons, someone will have to do a job of counseling veterans with regard to the values of completing their education. This type of counseling will have to be done under very difficult conditions because these men will be impatient to get on the job and start enjoying some of the physical comforts of civilian life.

My third major point concerns certain aspects of mental hygiene. All branches of military service have developed a satisfactory program of identifying the serious psychological maladjustments, although this identification sometimes comes a little late to be of maximum value to the individual soldier. But I now want to refer to a different kind of mental hygiene counseling which will arise out of the transfer from one mode of living to another with all of the attendant conflicts and pressures. This is not a distant problem; it is an immediate one. There are thousands of soldiers and sailors being discharged today. Most of them have physical disabilities, but many of them have personality difficulties of one sort or another. Now these men have serious enough adjustment problems when they return to a civilian life in the midst of war. I have told some of you of the experience we are having on our campus and you may have the same experience. Our twenty to thirty student veterans now are being subjected to all types of pressure from the military units that we have on our campus, and many of them in self-protection have joined the American Legion so people will not say "why aren't you in uniform?" That is an example of one of the problems that arises at present from the demobilization of veterans.

Some Mental Hygiene Problems

When hostilities cease and men return after being demobilized, this particular problem will not be present but others of a more severe nature will be experienced. I want to name some, in the hope that they will provoke you to think about the need for a plan. There will be a great deal of confusion in the minds of these veterans because the world they come back to is not the world they left. We who remain at home know that

only a week ago we had a report from a Special Service officer stationed in North Africa, who stated that it was amazing the number of soldiers who continue to idealize home conditions, who continue to think of home as being exactly the same as it was when they left for military service. The farther they are away from home and the longer they are away, the more they idealize the home; some of them are doomed to a shock when they return and find that the home town is not what they expected it to be. This readjustment shock may explain a good deal of the peculiar behavior we shall observe in some of these veterans. After all, they are human beings and will exhibit their mental confusion in many and peculiar ways. The occupational world will be a totally different one; they will have difficulty getting current information about employment trends, about the future possibilities of jobs and permanency of placement. They may even conclude that there are no opportunities for a demobilized soldier and become cynical at what they think is a society which does not reward those who went into military service.

Some veterans will have a sense of disruption because they will face the difficult problem of giving up war habits of living for peacetime habits of living. The importing foreign mores and moral habits acquired in other countries, modes of dress, speech, recreation, may be extremely disruptive to the community; and the community may not react favorably to the importation of these new ways of living. And there will be the problem of transfer from the sanction of military living with the authoritarian type of relationship over to the democratic processes of each individual being responsible for his own twenty-four hours a day. We shall observe other morale problems of a peculiar nature and on a very wide spread basis. We may see a wave of cynicism in youth which will be much greater than the one following the last war. There may be despair and a feeling of a lost generation, which the world doesn't want. There may be a "don't care" and "what is the use" attitude which represents a feeling of frustration. There may be difficulty in searching for humanitarian values as a substitute for the self-protection values learned in military living. There may be a problem of morale which arises out of the transfer from a way of living yielding immediate gratifications as opposed to civilian habits geared to long term social and personal values.

Some of these morale problems may exhibit themselves as they did after the last war in an anti-war movement. I don't want to be misunderstood in this attempt to look at this problem objectively, but you will remember back in 1921 the wave of pacifism which swept the youth of this country, not because they were pacifists in the usual sense of the word, but because they were so weary of conflict and desired to live a normal life. The cynicism with regard to the remote possibilities of living a normal life expressed itself through an anti-war movement. Adults will have to be extremely tolerant when some of these attitudes arise among our new veterans.

A fourth type of mental hygiene problem will arise out of the need for re-inducting these men back into civilized society. After all, they have not faced the problem of self-decisions or of living with other people in a non-competitive way or in a non-regimented way. In civilian life they will be expected to be self-disciplined in ways which they may have forgotten. Some of them will welcome this opportunity to be their own master and others will long for the type of living where someone else thinks for them. It will be a temptation for some of us teachers to become taskmasters again in the classrooms and do the thinking for the pupils. Then some of these soldiers will have the problem of transferring from military restraints to civilian controls. In many institutions following the last war there was a tremendous wave of cheating on examinations, which is symptomatic of certain emotional stresses present in the student body. We must be prepared to deal with such problems with sympathetic insight.

The Bearing on Academic Freedom

A fifth mental hygiene problem will concern academic freedom. A freedom to discuss controversial issues. These individuals will return from every country on the face of the globe; some of them will come back with the

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idea that maybe our ways are not the best ways. We who have remained at home, may still think this is the best of all possible ways of living, but some of those who lived in foreign countries will have absorbed other culture patterns and values and they may argue with us that we might learn from other nations. Whether they are right or wrong, we must deal with this problem of tolerance or difference in values and opinion. We must be tolerant; we must set up new forces of social control to force conformity to group opinion; we must once more re-think the social problem of how far, how long or how widely a group can tolerate differences from group standards and still remain a group?

Still another mental hygiene problem will arise, and this will be particularly acute on campuses and in high schools, from the fact that these men and women who return will invent new forms of recreation and entertainment. They will have been through an experience of which we have very little understanding. They may not react well to being forced back into the pre-war modes of recreation. Those of you who lived through the last war will remember some of the new inventions youth of that day made. Of course, not all of these new modes of behavior were permanent, for youth does invent a new social mode of entertainment every year, but some veterans may not be content to return to pre-war modes of behavior, and it will be a real challenge to educational men whether they will try to impose upon these veterans older forms of entertainment or whether they will allow each generation to invent new ways of entertaining itself.

I do not know the answer to this problem or any of these problems. I am simply raising questions which we will face as every older generation has had to face them each time a new generation grows up. There is always a tug of war between the older generation and the younger generation, and I sometimes think the only reason nature has invented an older generation is to hold back and stabilize the younger generation during the transition stage from childhood to adulthood. After the present war we shall experience a tug of war between those who have been away from our society and civilization and have come back with new ideas, and those of us who remained at home. All of us will face the problem of how to deal with this situation. At first we may be extremely charitable and say that anything the veterans want is all right; and then we shall probably become a little more conservative and try to enforce various forms of social controls.

Within accepted limits, we may even try to impose patterns of the past, and this may be highly desirable. But we must recognize that methods of imposing older modes of behavior must be modified in terms of the fact that these veterans no longer are children, they are adults who have been through experiences of which we have no knowledge—horrifying, shocking and maturing experiences. We shall have to invent new ways of dealing with deviations from the accepted mode of behavior. It will be a real test of that phase of higher education and that phase of personnel work which we call discipline. It will be a real test of whether in the last two and one-half decades we have learned how to make discipline a part of a constructive personnel program.

Now I have completed my assignment of raising questions. I have sketched for you briefly, as far as I can see it, some of the personnel problems of a new sort that we shall face in an intense form at the time of the great demobilization, which incidentally will probably be stretched out over a great many years. As you know, as far as the disabled veterans are concerned, they will be given a liberal subsidy; other plans are being made to subsidize every veteran if he returns to school. No

Livestock Group Heads Elected

New officers and directors of livestock breed associations were announced following annual meetings held at University Farm.

Elected president of the Minnesota Livestock Breeders' association was H. A. Dehrental, Wykoff. J. S. Jones, St. Paul, was re-elected secretary.

Officers of breed associations for 1944 include:

Horse Breeders—President, N. P. Grass, LeRoy; secretary-treasurer, A. L. Harvey, University Farm.

Hereford Breeders—President, M. E. Teeter, Fairmont; secretary-treasurer, Roland Abraham, Lakefield.

Aberdeen-Angus Breeders—President, E. W. Brown, Luverne; secretary-treasurer, C. C. Chase, Pipestone.

Red Polled Breeders—President, Fred Esterly, Buffalo; secretary-treasurer, Roy Mueller, Arlington.

Shorthorn Breeders—President, Henry Jamieson, Blue Earth; secretary-treasurer, M. T. Findahl, Waterville.

Milking Shorthorn Breeders—President, Benjamin Saunders, Parkers Prairie; secretary-treasurer, R. E. Hodgson, Waseca.

Swine Producers—President, Rudolph Juhl, Luverne; secretary-treasurer, E. F. Ferrin, University Farm.

Sheep Breeders—President, Evan Busse, Ottawa; secretary-treasurer, Philip A. Anderson, University Farm.

Aviator Speaks at Convocation

"What Total War Means" was discussed at University of Minnesota convocation Thursday, Jan. 27, by Cy Caldwell, a military analyst and aviation writer who began as an RAF pilot in the last war and in 1927 flew Pan American Airways first mail plane under government contract. During the present war Caldwell is said to have made a number of remarkably accurate predictions. He is a regular contributor to several aviation magazines. Nova Scotian by birth, Caldwell grew up in Brookline, Mass., and became an American citizen.

one knows how many will return to schools and colleges but surveys in the Army indicate that at the present time less than ten percent say they want to come back to school. One does not know what is the explanation of that small percentage. It may be that they have had enough of the "stuff" that we teach them and do not want any more. It may be that they think they will be going back to the same kind of regimentation of the classroom, the drillmaster sort of thing; they have had enough in the Army and they do not want any more. It may be that the urge to settle down and enjoy the physical things of life is dominant at present. It is possible that that small percentage will increase rather than decrease because of the tremendous military educational programs, the new plan of counseling in the Army and Navy, and because when they actually reach demobilization camps they will see that they have incomplete skills to market and need more training before returning to the job market.

Whatever the number of veterans returning to schools and colleges, we may expect to live with many who will at first be foreigners in the psychological sense: they will have a set of ethics, points of view, mores, which are new. I am not implying that all of them will be anti-social by any means. For the most part they will be fine boys just as they were when they went away; yet they will be different boys psychologically. But we have remained at home; not changed as they have changed and there may be a discrepancy between their psychology and ours. It is up to us to consider how we can integrate these two points of view. This is a personnel task of major proportions and of major social importance.

MINNESOTA CHATS

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ESMWT Classes Train Over 7500 For War Effort

Quietly Conducted Campus Program Has Had Great Usefulness to Industry

Without much fanfare, with, in fact, far less attention than it merits, the Engineering, Science and Management War Training Program on the campus of the University of Minnesota has given instruction to well over 7,500 individuals since it was established in the late summer of 1940. It is a government program for training people already partly trained so that they will be of greater usefulness in industry, either in the shop, the office, or the laboratory.

Early in the program, according to Professor B. G. Robertson, mechanical engineer, who is "institutional representative," most of the students were persons either not employed or seeking immediate improvement in their employment possibilities. Today most students already have jobs; it has become "in-service" training; in fact, most of the courses are now in subjects for which some industry has made a request. This having happened, application is made for the course to the United States Office of Education. Its permission received, Prof. Robertson finds an instructor, sets an hour, and off they go, full steam, into a new subject.

Most of the classes are conducted in the evening, and for the majority of them teachers can be found in the University of Minnesota faculty. Costs of instruction are borne by the U. S. Office of Education. The student pays his own living expenses and buys his—or her—many of the students are women, own books. The registration and similar machinery of the General Extension Division are used, but the direction of the program is separate. The members are listed under "contract courses" in registration figures.

Not Trade-School Plan

Contrary to a rather widespread opinion, these courses are, with some exceptions, not of the technical-trade school type. They do not so much train people to do some manual operation as they endeavor to give them the engineering background and the understanding of the various operations. In the earlier phase of the program, certain actual skills had to be taught, inspection procedures, for example, where there was instruction in the use of micrometers and fine gauges.

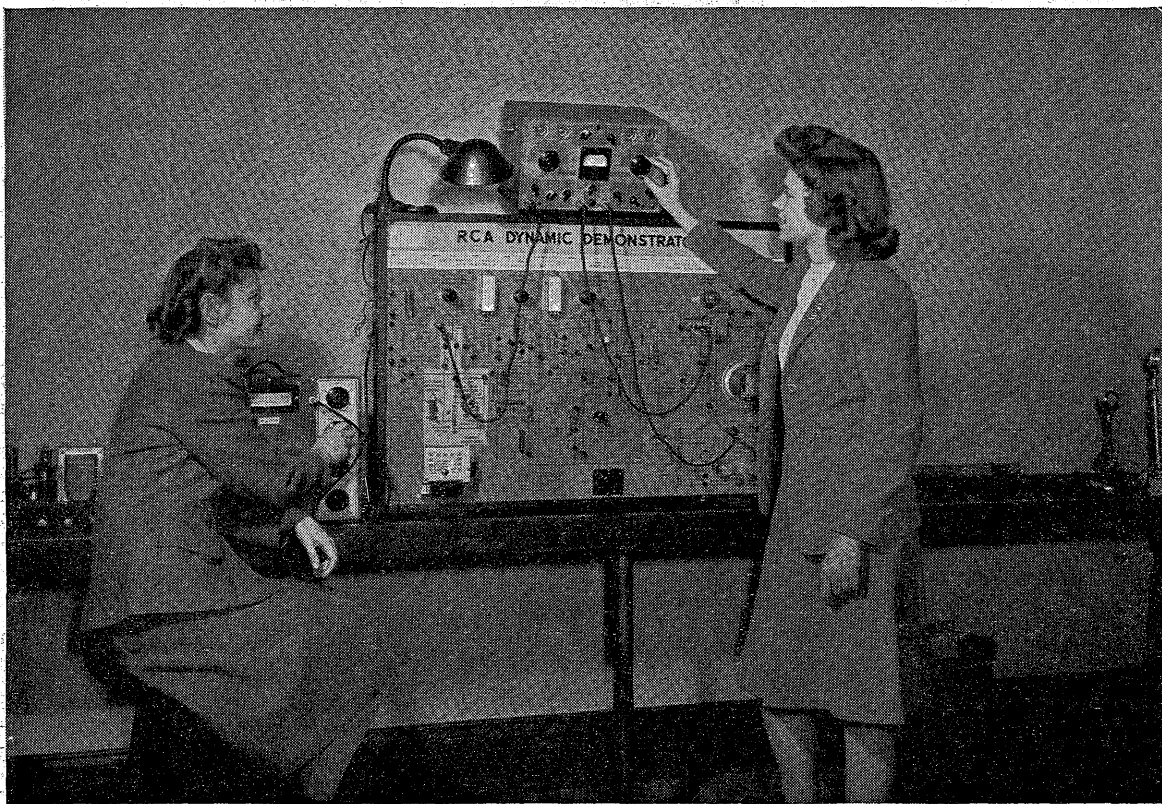
The science part of the program is made up of courses in physics and chemistry, and the management courses are in accounting, statistics, personnel management, and the like. A glance at the list of engineering subjects, which predominate, shows such subjects as metal processing, principles of micro-wave radio, mine surveying and mapping, plant layout, production illustration, aircraft power plants, statistical methods in quality control, production supervision, inspection practice, automatic control instrumentation—the list is a long one. Not all of these courses have necessarily been offered at Minnesota, but undoubtedly most of them have, and many others, too.

In the completed years the following numbers have started and finished courses, respectively: 1940-'41, 853 and 674; 1941-'42, 1,460 and 1,416; 1942-'43, 3,527 and 1,494 (the small second figure being explained by the fact that some of these courses are still going on). There have been 1,850 registrations so far in the year 1943-'44, in 122 teaching sections. Most of the courses, however, consist of one section only, so the number of sections approximates the number of courses that are being taught.

Nearly All Get Jobs

Professor Robertson points out that nearly everyone who has entered the courses has found employment in industry, mostly in Minnesota. Many of those who did not finish courses dropped out to

Electrical Engineers Train Girls for Signal Corps



Dorothy Johnson, left, and Anna Mae Torgerson are shown studying electrical equipment as they prepare for junior engineering duties at Wright Field. The course is under the direction of Professor James S. Webb.

Ideas on Liberal Education After War Elucidated by New Dean of S. L. and A.

take jobs. In a recent count of 955 students at work at the moment, all but 126 were already on jobs. More than 100 of the total number were women preparing themselves for better jobs.

Many who have gone through the courses have found jobs at wages double or even triple what they received before. In a few exceptional instances very good jobs have been found. One former student is now making \$7,500 a year.

The Minnesota manager believes that the experience with "ESMWT" will have a permanent effect on the teaching of engineering.

"Teaching has been brought closer to actual operational needs than ever before," he said. "Take inspection techniques for example. These have not been taught heretofore in schools of engineering, but I think they will be from now on. The content of some engineering courses is sure to be changed and brought nearer into line with the actual needs of industry. This program may even be continued after the war; that has not been determined. The best of the courses probably should go on. It is also true that the interest of industries in this kind of training is much greater now than it was when the program was started."

The courses have not been confined to the campus. ESMWT has carried on a considerable number of courses in Duluth for shipyard workers, and from time to time has taught subjects in Hibbing, Virginia, Eveleth, Coleraine, Cloquet, Brainerd, Chisholm, Albert Lea and Winona. Radio courses have been taught in St. Peter, Moorhead and elsewhere, and there have been classes on the campuses of St. Thomas and Macclester. At present in training on the campus is a considerable number of young women being trained to enter the service of the United States Signal Corps at Wright Field, Dayton, Ohio. They are known as "under-engineer trainees." One similar course at Minnesota now completed called its students "engineering cadettes."

Professor Robertson said that faculties of junior colleges have been very good in providing teachers for courses taught outside the twin cities. Here, with rare exceptions, the teachers have been members of the University faculty or engineering graduates. They are, of course, paid extra for their evening teaching, just as are teachers in the General Extension Division who teach night classes.

Some of the Past's Weaknesses and Certain Future Necessities Stated

"Liberal Education after the War" was the subject of an article by Dean T. R. McConnell, College of Science, Literature and the Arts, which made up part of the special issue of the "Annals of the American Academy of Political and Social Science," recently edited jointly by Malcolm M. Willey, vice-president for academic administration, and Dean McConnell.

Important basic educational philosophies were set forth by Dean McConnell in this article, in which he said:

There is widespread dismay over the present decline in liberal education, particularly in the humanities and the social sciences. The war has put a premium on applied mathematics and applied science and on technical courses at the expense of history, social science, literature, fine arts, and philosophy. Many people fear that liberal education will never be restored; that the current emphasis on technical training will give it such a dominant position that the liberal arts will never regain their place at the center of higher education.

This fear has evoked many appeals for the survival of liberal education. But, as President Seymour of Yale has said, merely to iterate the value of a liberal education is not sufficient to establish its importance and security. Many members of the faculties of liberal arts colleges apparently assume that after the war we should return to precisely the kind of education we had before the crisis. But more thoughtful people are mindful of the shortcomings of many traditional educational assumptions and practices, and are thoroughly aware that liberal education must be revitalized, that the colleges, to quote President Seymour again, must discover "new ways to make the wisdom of learning, and a knowledge of the arts as well as the sciences, functional and living in our time."

Education too frequently has become illiberal, even in colleges of liberal arts, by becoming too specialized. Studies of the courses taken by graduates of these colleges usually reveal a disconcerting degree of concentration in one department or one narrow field. This is likely to be particularly true in colleges of liberal arts in large universities. Counting the courses open to both graduates and undergraduates there is a bewildering array of courses available in these institutions to the candi-

Dean "Fred" Jones First Minn. Coach Dies in New Haven

Death of Frederick Scheetz Jones, dean emeritus of Yale College and for many years before that a widely-known figure at the University of Minnesota, was reported recently from New Haven, Conn.

Coming to the Minnesota campus in the eighteen-eighties as a teacher of physics, "Fred" Jones also served as an apostle of the great Yale interest in college sport, and it was he who engaged the late Dr. Henry L. Williams, himself a star player at Yale, to come to Minneapolis to coach, starting in 1900.

As was true when Bernie Bierman came in 1932, Williams' arrival led up presently to one of the great eras of Minnesota football, including the famous 6-6 tie with Michigan in 1903 which has become so much a part of Minnesota's athletic tradition because it was then that Oscar Munson "snatched" the Little Brown Jug.

From headship of the department of physics Dr. Jones became dean of the College of Engineering in 1902 when departments in that field were brought together. He went to Yale in 1909 and served as dean until 1927.

Jones Hall, which is the "old physics building," is named for him.

Dean Jones had come to Minnesota as an instructor in 1885 and he acted as coach of the earliest football teams in days when most of the opponents were twin city high schools. His interest in athletics continued and he served on the early boards controlling athletics. He also was instrumental, along with the late Governor John S. Pillsbury, in the construction of Northrop Field, where football games were played until the Stadium was built in 1924.

date for the baccalaureate degree. Most of them deal intensively with relatively small parts of a given field. Unless the student chooses his major program with great care, he may either assemble a collection of small fragments without the broad background necessary to give the pieces meaning, or select a sequence of courses much too narrow and specialized for concentration at the undergraduate level.

Learning in depth is, of course, Continued on page 3, column 4

Campus Contacts With Religion Shown Extensive

Coordinator of Student Religious Activities Makes First Annual Report

MANY UNITS ACTIVE

Aid to Organizations Rather Than Direct Instruction Stressed

Religious activities of students on the University of Minnesota campus, and work on behalf of students by organized religious groups, is far greater than the general public has realized, President Walter C. Coffey was informed in the first annual report of the coordinator of student religious activities, J. Benjamin Schmoker.

Schmoker, who is also secretary of the University branch YMCA, was made coordinator on a part-time basis a year ago to help all religious groups in their work with students and to study means of making religion a more positive force in student life.

Principal conclusion of his first year's study is that not religious instruction but greater effort to help improve the methods of religious organization, raise the amount of participation in such activities and to integrate them with the campus counseling program are the ways in which most progress can be made.

The report points out that two general organizations are at work, the Minnesota Council of Religions, made up of the representative pastors of all denominational groups at work at the University, and the University Student Council of Religions. Cooperating in the former are the Lutheran Student association, Newman Foundation, Hillel Foundation, Congregational Northrop Foundation, Episcopal Canterbury Foundation, Missouri Synod Lutheran Foundation, Wesley Foundation, Roger Williams Foundation (Baptist), Westminster Foundation (Presbyterian) and the campus branches of the YMCA and YWCA.

Voluntary Religious Census

Voluntary religious census cards are taken of all freshmen and entering transfer students, which showed last fall that among new students there were these numbers:

Baptist 84, Catholic 433, Congregational 159, Lutheran 509, Methodist 276, Episcopal 123, Jewish 140, Christian Science 59, Presbyterian 217 and miscellaneous 157.

The report showed, also, that a considerable number stated no preference. These were given a chance to ask a church contact and of them 42 were interviewed and 27 became related to a group.

All religious groups except the Synodical Lutheran, Catholic and Hillel organizations have Sunday evening services. The first two mentioned have Sunday morning services in the chapel of the Center for Continuation Study. Hillel, the Jewish group, has Sabbath on the calendar's Saturday.

Existence of the chapel in the Continuation Center has been a real stimulus to religious meetings on the campus, Schmoker said. It also is used for many weddings.

Weekday religious meetings also are encouraged, and many groups hold them. Hillel Forums are especially well attended. A united meeting, with a visiting speaker, is also being developed as an annual event. There are also four united study commissions, examining post-war planning, Japanese-American relations, ethnic minorities and World student religious movements.

Special Effort for Service Men

A special program of religious activities for the more than 4,000 service men on the two campuses of the university has been emphasized. Church attendance by these men runs from 700 to 800 a week. Hospital visits, contacts with parents of soldiers and sailors, special services for a unit that was in

Continued on page 2, column 2

Fourth Teacher In Pediatrics Gets Good Post

Dr. Arild E. Hansen, professor of pediatrics, left last week to become professor and head of the department of pediatrics at the University of Texas. He will also be director of the Child Health program of the Buchanan foundation of Texas.

Dr. Hansen is the fourth staff member who has left the department of pediatrics to become head of a corresponding department in another university during the past three years. Dr. Irvine McQuarrie, head at Minnesota, pointed out.

Dr. Chester A. Stewart, former clinical professor of pediatrics here, left in the summer of 1941 to become professor and head of the department of pediatrics at the University of Louisiana.

He took with him Dr. Wallace Sako, who is now an assistant professor there. Dr. Sako was a teaching assistant here, having devoted four years to advanced work in the pediatrics department after graduation from the Medical school.

Dr. Ralph V. Platou, former instructor in pediatrics, left in the summer of 1942 to become associate professor and acting head of the department of pediatrics at Tulane university at New Orleans.

Also at Tulane is Dr. Allan J. Hill, former resident pediatric physician who is an instructor in that department at Tulane university. Dr. Hill went to Tulane in September, 1943.

Dr. John A. Anderson, former assistant professor, became head of the department of pediatrics at the University of Utah on April 1, 1943. He took with him Dr. Robert Alway, former resident pediatrician on the University service at General hospital, and his wife, Dr. Sophia Chamberlin Alway, fellow in pediatrics at the University.

Dr. Alway now holds the position of assistant professor. His wife, a graduate of the Yale Medical school, is a teaching assistant.

All of these doctors except Mrs. Alway received their doctor of medicine degrees at the University. Drs. Stewart, Hansen, Anderson and Sako took their doctor of philosophy degrees in pediatrics here also. Dr. Platou received the degree of master of science in pediatrics in the Graduate School.

Commenting on the positions taken by the members of the department, Dr. McQuarrie said, "All of these men are well-trained pediatricians and all have made valuable scientific contributions in the field, contributions which have attracted the attention of Medical school authorities in other institutions.

"The University sustains a serious temporary loss when such men as these who have helped to build up the department are attracted away.

"The vacancies left by them are gradually being filled, however, by younger men who are being trained for careers in pediatrics," he said.

Dr. Hilda Wiese, bio-chemistry assistant to Dr. Hansen, later expects to join his staff in Texas. She has been working with him in his research on fat metabolism in exzema during the past few years under a grant of money from the National Livestock and Meat board.

She will remain here until June in order to carry on their current research program.

Lt. Col. DuPriest Medical Graduate Given Decoration

Lt. Col. Robert W. DuPriest, army medical corps, has been awarded the Legion of Merit for exceptionally meritorious conduct during the Pearl Harbor attacks. A graduate of the University of Minnesota Medical School, 1935, he is the son of Professor John R. DuPriest of the department of mechanical engineering. During student days he was prominent in undergraduate activities.

The citation said: "Lt. Col. DuPriest, then chief of the section of general surgery, Tripler General Hospital, observing the great influx of seriously injured battle casualties, immediately established an effective system for routing essential supplies to the operating suites, thus greatly expediting the surgical care of the wounded. During the long hours that followed the initial influx of casualties, Lt. Col. DuPriest contributed to the saving of many lives by his wise selection of cases and by his skill as a surgeon."

'U' Steady Source of Pediatricians



Dr. Arild E. Hansen, left; Dr. Irvine McQuarrie

Program in Religion Stated

Continued from page 1, column 5

quarantine and the like are in the military phase of the work. Space for religious meetings is a problem, Schmoker said in his report. The rooms of the YMCA and the Continuation chapel are now available.

He pointed out that the work is more than a part-time man with principal duties elsewhere can do justice to.

In the University of Minnesota administrative set-up the religious councils come under the supervision of Dr. Edmund G. Williamson, dean of students.

Work of the coordinator also includes distribution of the religious census cards to the campus pastors of the several denominations and visitations to students by denominational groups and the like.

Five groups maintain a full-time director, these being the Synodical Lutherans, Presbyterians, Newman Foundation (Catholic) and the Hillel Foundation. Three have a woman assistant who gives nearly full-time, these being the Episcopalian, Methodist and Congregational organizations.

Sen. Burton Kingsley Dies in 'U' Hospital

The University of Minnesota lost a good friend in the death February 16 of Senator Burton L. Kingsley, who had served the university district for 25 years first as representative, then as senator, in the Minnesota Legislature. Death occurred in the University hospital. He had been in the upper house since 1935. During most of his senate career he was chairman of the university committee. In that capacity presentation of many of the University of Minnesota's requests to the Legislature was among his duties.

Prior to entering the Legislature Sen. Kingsley had served as chief of the Minneapolis park police. He held a commission as captain in the First World War. In private life he made insurance his business.

Senator Kingsley's term would have run until 1947. A successor probably will not be named until the regular elections next fall.

Will Confer on Ore Improvement

Fifth annual mining symposium, to be held at University of Minnesota's Center for Continuation Study, Feb. 28-March 1, will be devoted this year to problems related to the beneficiation of iron ore, Watson Dickerman, director of the Center, announced. Methods of beneficiation, or treatment of lower-grade ore to bring it to usable form, will be examined as they are in use in all parts of the country. Principles of classification and methods of ore concentration will be studied.

This subject was chosen as a result of an overwhelming expression favoring it received in response to a questionnaire to mines operators.

Heretofore the conference has been devoted largely to a study of efficient methods of handling bulk materials, such as removal of overburden and extraction of the actual ore in open pit mines.

The course will be the first conducted in the Center for Continuation Study building following its recent return by the ASTP.

Sigma Xi Books Two Lectures by Science Leaders

Dr. Peter Debye, Dutch physicist who at one time was director of the Kaiser Wilhelm Institute of Physics, Berlin, will lecture at the University of Minnesota Tuesday, March 7, under joint auspices of the Minnesota chapter, Sigma Xi, and the School of Chemistry. "The Magnetic Approach of Absolute Zero" will be his topic.

Later in the month, March 20, Dr. Selig Hecht will lecture on "Energy and Vision," under joint auspices of Sigma Xi and the Department of Zoology.

Last year the Minnesota chapter of Sigma Xi discontinued because of the war the annual symposium of four lectures on science which it had carried on for many years, but continued, as it is doing this year, support of lecturers whom the national society sends on a tour of university campuses.

New Grape Types Developed at 'U'

Minnesotans will soon be able to point with pride at large, luscious grapes growing in their own gardens without danger of being killed during the first freeze.

Four new hardy table grape varieties, especially adapted to conditions in the southern third of Minnesota and capable of being grown without winter protection, are now available for distribution. Developed at the Fruit Breeding Farm of the University of Minnesota Agricultural Experiment Station, they have been grown without any winter protection for a sufficient number of years to test their hardiness and have proved superior to commercial varieties left uncovered. In combining hardiness, earliness and dessert quality, they represent an improvement over other grapes that have been raised in Minnesota.

Sweetest and best table grape of the four being announced is Red Amber. Berries are red, somewhat smaller than Concord, and when very ripe take on an amber tone. The fruit ripens in early September, slightly later than Red Amber.

Blue Jay is a blue grape, very good for jelly and juice. Fruits are fully colored in early September but should be left on the vine till mid-September for dessert purposes.

Bluebell resembles Concord in size, color and refreshing flavor. It is sweeter than Blue Jay and has larger berries and looser clusters. It is excellent for juice, jelly and as a dessert grape. Bluebell ripens about mid-September.

President Attends Meat Conference

For the fifteenth successive year, President W. C. Coffey of the University of Minnesota presided last week over the annual meat conference of research representatives of the United States Department of Agriculture and of more than 20 state agricultural experiment stations. Meat facts of special importance in the wartime situation were given especial consideration. Many of the significant contributions of recent years to the quality, preservation and cooking of meats have come from these conferences, Dr. Coffey said.

Psychiatric Clinic for Children Important Unit of 'U' Hospital

Death Comes to Well - Known Campus People

Professor Lester Burrill Shippee, 8 Melbourne St. S. E., member of the University of Minnesota history faculty since 1917 and chairman of that department since 1933, died February 9 at Delray Beach, Fla., where he was spending the winter quarter on leave because of illness. Mrs. Shippee was with him at the time.

Dr. Shippee's special field was American history, in which he had written widely. He was a former president of the Mississippi Valley Historical Society and the Minnesota Historical Society.

Professor Shippee was a native of East Greenwich, R. I., and an alumnus of Brown University, Providence, R. I., from which he held 3 degrees. Before coming to Minnesota he had taught in Pacific coast institutions, including three years at Washington State College.

Besides his widow Dr. Shippee leaves a son, Warner S. Shippee, in government employment in Washington, and two daughters, Mrs. Barbara Templar and Mrs. Wm. S. Morris.

Charles Washburn Nichols

Charles Washburn Nichols, 60, associate professor of English in the University of Minnesota, and a member of the faculty since 1907, died suddenly February 15 at his home, 1070 Sixteenth Avenue S. E., Minneapolis. Mr. Nichols, a native of Belchertown, Mass., held three degrees, including the doctorate of philosophy, from Yale. He had come to Minnesota as an instructor in rhetoric.

Popular with the student body, Professor Nichols, in addition to his teaching, wrote a considerable body of poetry and contributed articles and reviews to learned periodicals. He was a quiet man whose influence was based on his teaching and his humanity rather than on wide public recognition.

Mrs. Nichols, the widow, was Ruby Hope Fletcher. Also surviving are a son, Robert Fletcher Nichols, a lieutenant in the army, and a daughter, Mrs. Clarence N. Reijerson, whose husband, Capt. Reijerson, is stationed at Brownsville, Texas. There is also a grandson.

Norwegian Escapee Speaks on Campus

Representing the royal Norwegian embassy in Washington, Miss Else Roed, who escaped from Norway some two years ago, lectured at the University of Minnesota February 2 on the subject "Norway Reporting." She spoke under auspices of the College of Education and the School of Journalism. Miss Roed delivered a series of lectures in the Twin Cities last year in which she was heard by several thousand persons. Since coming to America she has traveled widely, representing the Norwegian Information Service and the Office of Civilian Defense. She also addressed two student groups of ASTP soldiers who are studying the Norwegian language and area. In escaping from Norway Miss Roed bartered food for an extra pair of shoes, then walked to Sweden, several times wading icy streams that crossed her path. She is a student of philosophy and a journalist.

Extension Classes Look to Outdoors

Whether it is vegetables or flowers the home gardener wishes to raise, special classes of instruction are being provided during the next few months by the University of Minnesota's General Extension Division. Spring semester classes have started. Richard S. Wilcox, St. Paul, will teach the course in floriculture, while that in home vegetable growing will be taught at University Farm by T. M. Currence, associate professor of horticulture.

Related courses dealing with outdoor interests include "Birds of Minnesota," taught by the staff of the Minnesota Museum of Natural History; "Fish and Fishing in Minnesota," taught by Samuel C. Eddy, professor of zoology, and "Minnesota Plant Life," taught by Prof. Ned L. Huff. Dr. Eddy's course will not begin until Wednesday, March 1, and will run ten weeks. It is for fishermen and those interested in fishes.

Part of Eustis Unit Devoted to One of Few Projects of Its Kind

You walk in and there they are—running all around on the walls. And it's not a dream either. There's Flopsy, Mopsy, Cottontail and Peter, Chicken Little, who thought the sky was falling, Turkey Lurkey, Puss 'in Boots, Goldilocks and the Three Little Pigs. Yes, even Little Black Sambo and the cat who ate the gooses's cakes and the goose too.

In the gay, light playroom of the Psychiatric Children's clinic on the sixth floor of University hospital, these murals, together with all sorts of toys, amuse and delight the children so that they lose fear of their surroundings, says the Minnesota Daily.

And because the problems of a child are seen through the eyes of a child, the clinic helps hundreds of youngsters in correcting physical and psychological abnormalities which would otherwise handicap them throughout life.

It is in the Eustis wing of the hospital, devoted to child patients.

The clinic is not particularly interested in cases of delinquency, but in the cases of normal children, whose emotions are upset by physical illness or distorted family relationships.

According to Dr. Eric Kent Clarke, director of the clinic, it "differs from the ordinary child clinic in that there is a much closer relationship to physical illness and emotional upset, than to the anti-social type of behavior found in cases of delinquency."

Patients are sent to the clinic from all parts of the state by doctors, county welfare offices and troubled parents. Sometimes patients are younger brothers and sisters of students on campus who get to know about the clinic through psychology and speech classes.

Using the facilities of University hospital, the clinic works in close correlation with pediatricians and with the psychology and speech departments.

Extremely important is the co-operation of the parent, according to Dr. Clarke, for in many cases the child's difficulty grows out of distorted family relationships. In some cases, the real patient turns out to be the parent rather than the child.

A good deal of the work is done in the playroom. The child's attitude toward his family, his brothers and sisters and his playmates is investigated.

By spontaneous drawings the child makes of his home life, associations and desires, the psychiatrists can often determine the root of the child's trouble.

One patient was a little girl named Mary, Dr. Clarke said, who, they learned, had always wanted a permanent wave. And because her hair was very straight and because her parents had never given her a permanent, she was frustrated and unhappy. Just giving Mary a permanent wave was the beginning of the solution, in this case.

Although the average age of the children who came to the clinic is about 11, the age varies from three weeks to 16 years.

Dr. Reynolds Jensen is assistant director and psychiatrist.

Don't Be Scared by Egg Grade

A price differential of five cents on two apparently identical cartons of eggs at the same counter may be something of a puzzle to the shopper. According to grading regulations, A, B, and C, refer to quality, while size is designated by Small, Medium, and Large. However, many grocers carry only one quality grade, and fix prices on a basis of size. Thus you get less "egg" per dozen in the lower price brackets, but they may be an equally good value for your money. Eggs will probably be at their lowest price level from now on through the next three or four months, and incidentally, this is the time of year when quality is best.

Win "Pan-Hellenic" Prizes

Four young women chosen to receive \$50 scholarships from the Pan-Hellenic association on the basis of a combined scholarship and campus activity rating have been named. Recipients must have at least "a 1.5 honor point rating" in the matter of marks and must contribute to campus or sorority activities. Those named are Joy Nissen, Upper Darby, Pa.; Corrinne Holt, Negaunee, Mich.; Ann Bosanko, Minneapolis, and Marie Burrill, Northfield.

'U' Press Books Range All Fields Of Scholarship

Nowadays, like all publishers, university presses are recording vastly increased sales, are worried by paper restrictions, shipping container shortages, and are struggling with the production schedules of their manufacturing departments, says Miss Helen MacDonald, promotion manager. Many of the university presses are making important short-term contributions to the war effort. On the whole university presses by sticking to their long-term jobs—helping to conserve and to enrich our cultural heritage—are making not only long-term contributions but are, by coincidence as it were, finding themselves able to make short-term contributions of high importance.

The University of Minnesota Press has just made a long-term contribution with its publication of "Freedom's Ferment" by Alice Felt Tyler, assistant professor of history at Minnesota. Richardson Wright, reviewing "Freedom's Ferment" in the February 6th issue of the New York Herald Tribune says: "Up to the threshold of the Civil War, individual freedom often meant the right of every man to seek perfection, to save his own soul in his own way and to apply to human institutions the same challenge of perfectibility. The trumpets of jubilee were always about to sound. Out of these urgings toward the ideal, Alice Felt Tyler has fashioned her scholarly and fascinating book . . . "Freedom's Ferment," for all its copious footnotes concealed in the rear and its lengthy bibliography, can be recommended to all who have a lively interest in the heritage of our progressive liberties. It is a pleasure to find a popular book on American history that doesn't expend its efforts in debunking nor sacrifice facts for the sake of a wisecrack."

In 1935 when we published a symposium, edited by Guy Stanton Ford, called "Dictatorship in the Modern World," pointing to the conclusion that war was the inevitable outcome of the forces in motion, we were immediately classed with the Cassandras of the publishing world. However, as time went by more and more people grasped the fact that a race was being run between education and catastrophe and it became necessary for us to print another, enlarged, edition of this book which included the economic implications, the place of women and the work of political lieutenants under a dictatorship. This we did in May, 1939, but the world knows that the race was lost.

The Southwest Pacific has loomed large in our lives of recent months and at least one University of Minnesota Press book can do much to promote understanding of the area and its problems. "British Rule in Eastern Asia," by Dr. Lennox Mills, assistant professor of political science and radio news commentator, brought out in conjunction with the Institute of Pacific Relations and the Oxford University Press is a comprehensive survey of the economic, political and social conditions of Hong Kong, British Malaya, and Singapore.

Although undertaken for an entirely different purpose Dr. Cora Du Bois' "The People of Alor," a social-psychological study of an East Indian Island, to be published in April, 1944, should assist in a realistic approach to the political problems of the South Pacific.

This year will see the publication of the Spanish translation of Helen Clapesattle's "The Doctors Mayo" to be published by Guillermo Kraft, Ltd., prominent Argentinian publishing house. Meanwhile orders for "The Doctors Mayo" continue to pour in, especially from army outposts.

Modern Mexican Art by Laurence Schmeckebier, a University Press publication in 1939, was among the North American books on display at the First Argentine Book Fair. The event took place in Buenos Aires this spring and was visited by more than a million people.

Steak and mushrooms have always gone together, but nowadays it takes less points to have mushrooms and steak. However, mushrooms, like other luxuries, are scarce, but the University of Minnesota Press comes forth with a timely aid to gourmets in its "Common Edible Mushrooms" by Clyde M. Christensen. Even the timid are offered reassurance by the section entitled, "The Fool Proof Four," after which the author carefully introduces the nov-

Research Paper Wins Mines Prize

For the second successive year a paper written by a student in the University of Minnesota School of Mines and Metallurgy has won the National Student Prize Contest of the American Institute of Mining and Metallurgical Engineers.

Winner this year, to whom the prize was given at exercises in the Waldorf-Astoria hotel, New York, on Feb. 21, is O. George Specht, Ensign, USNR, now stationed in Baltimore. He is the son of Dr. O. G. Specht of Superior, Wis.

Ensign Specht's work, in which he was advised by Professor Thomas L. Joseph of the School of Mines, was described in a paper entitled, "Low-temperature Reduction of a Magnetite to Sponge Iron." Magnetite is a form of low-grade iron ore that is very abundant in northern Minnesota. A year ago the prize was won by Lt. (j.g.) John F. Elliott, now on duty in the South Pacific.

Until recently it was generally believed that temperatures of 900 to 1000°C were necessary to convert magnetite iron ore or concentrates to metallic iron at sufficiently rapid rates for commercial applications. The experimental work, conducted by Mr. Specht under the supervision of Professor T. L. Joseph, head of the department of metallurgy in the School of Mines and Metallurgy, confirmed the published results of other investigators that natural magnetite can be reduced more rapidly at 600°C than at higher temperatures up to about 1000°C.

The possibility of working at temperatures of 600°C rather than 1000°C in the conversion of high grade magnetic concentrates to sponge iron or to iron powder, offers distinct advantages in the saving of fuel and in the elimination of troubles encountered with the tendency of particles to stick together, thus causing mechanical troubles at higher temperatures. Moreover, coke oven gas, available in steel producing areas, can be used in metallizing natural magnetite at 600°C. At temperatures above 800°C the methane in coke oven gas breaks down, forming carbon and hydrogen. This deposition of carbon or lamp black does not occur at 600°C but is prohibitive at working temperatures above 800°C.

A large plant using coke oven gas to produce sponge iron from magnetite concentrates made in New York is being built at Warren, Ohio, by the Defense Plant Corporation. The sponge iron will provide a relatively pure melting stock for the production of alloy steels in electric furnaces.

Aside from confirming the commercial possibilities of working at lower temperatures, Mr. Specht contributed an explanation of the academic question of why reduction proceeds more rapidly at the lower temperature.

On the Minnesota end, Ensign Specht was given the Thomas F. Andrews prize and admitted to membership in Sigma Xi, honor society in science, on the strength of this work.

ice to 36 more edible varieties.

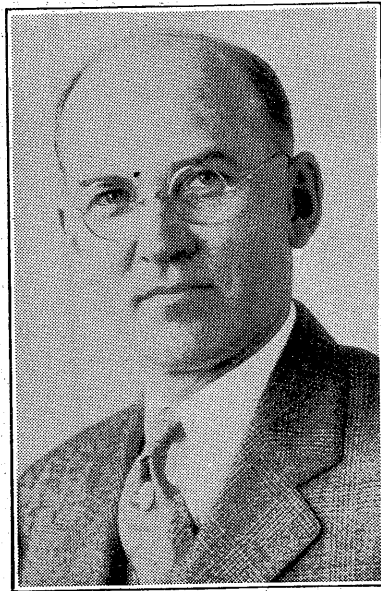
Fish have appeared on all our tables with greater frequency since meat rationing. The University of Minnesota Press' "Northern Fishes" by Dr. Samuel Eddy and Mr. Thaddeus Surber is a study of fishes obtainable in the lakes and streams of the upper Mississippi valley. The introduction gives good advice on fishing and the whole book will stand as a most useful handbook for the sportsman.

For years we have known that the problem of forest conservation was of prime economic importance to the United States and "American Silvics and Silviculture," by Edward G. Cheyney, published by the University of Minnesota Press, contributed to the solution of this national problem.

Postwar cooperation between Canada and the United States has received consideration in "The Midcontinent and the Peace," a report to the people of the Central Northwest United States and Western Canada published this summer by the University of Minnesota Press. Prepared at the request of the governor of Minnesota and the premier of Manitoba, this report was released by the presidents of the two Universities concerned and marks a milestone in planned preparation for post-war policies.

What changes will the war make in educational plans and practices? Will there be changes in methods, curricula, examinations? For the benefit of educators the

Manages ESMWT Courses on Campus



Prof. B. G. Robertson

Paterson Heads Guidance Group

Donald G. Paterson, professor of psychology, is chairman of the program and budget committee of the newly incorporated and expanded Minneapolis Vocational Guidance Association, Inc., which is to provide for an executive secretary who will promote committees for the advancement of vocational guidance in the community. The new association is to bring employers, employees, personnel managers and educational and vocational counsellors together. There will be a great need after the war for experienced workers to help servicemen and defense workers return to peace-time industry.

The organization was established in 1919 and has a membership of 70 at the present.

Carp Livers Hold Much Vitamin A

Carp livers contain abundant amounts of vitamin A, and have been found to have much more of that substance in winter, especially late winter, than in the warm months, a study by Dr. Samuel C. Eddy, zoology, and Dr. George O. Burr, physiology, reveals. The experimenters said in a recent interview that so good a source of the A vitamin should be considered as to commercial possibilities, inasmuch as carp are over-abundant in Minnesota.

Development of a local market for carp as food would contribute to the possibility of getting out the liver extract on a paying basis, which might not be successful unless such a by-product were available, Dr. Eddy said.

If such an industry were started, it was pointed out, certain lakes in the state now over-run by that fish might be abandoned to them as a source of raw material and the current efforts to eradicate carp given up in specified areas.

University of Minnesota Press has published the results of one of the country's most interesting educational innovations at the college level—the University of Minnesota's General College. The series includes "These We Teach": A Study of General College Students, by Cornelia T. Williams; "Building a Curriculum for General Education," by Ivor Spafford and others; "They Went to College": A Study of 951 Former University Students, by C. Robert Pace, and "Outcomes of General Education": An Appraisal of the General College Program, by Ruth E. Eckert.

On the civilian health front the University Press contributes several practical books which will aid both physical health and mental hygiene. The University of Minnesota Press' "Let's Talk About Your Baby," by H. Kent Tenney, Jr., M.D., includes a large amount of the right kind of information and good common sense which will reassure new mothers and save the overworked physicians many needless calls.

The busy physician, the understaffed hospitals and the beleaguered nursing profession appreciate the help given them in Dr. Eric Kent Clarke's "Mental Hygiene for Community Nursing," a comprehensive review of mental health problems. He stresses the importance of early recognition of mental deviations and gives a cross section of problems encountered by community nurses.

Naval ROTC Men to Graduate

Sixty-two members of the Naval ROTC at the University of Minnesota will be commissioned and ordered to active service at the completion of the present navy training term on the campus, February 25, President Walter C. Coffey was informed yesterday by Captain John W. Gates, Navy commanding officer.

Besides 42 men who would finish their training at that time anyway the Navy is ordering into service some others who would normally have continued training until Nov. 1, 1944.

President Coffey expressed gratification over the fact that the university is able to meet a need so promptly by providing men for commissioning. "This reveals the true significance of the university war program," he said. "We wish all these men the best of luck."

Dean Examines Liberal Studies

Continued from page 1, column 4

an essential phase of educational discipline, but it should not be permitted to crowd out the liberal ideal. Specialization is desirable, at the proper time and in reasonable proportion, but not at the expense of a broad foundation. Education without breadth and perspective cannot be truly liberal. The significance of this fact is well indicated in the following statement from a report of the Southern Association of Colleges and Secondary Schools:

"Liberal arts education develops the talents and capacities of man. Special training is, of course, necessary for any chosen field of endeavor. But it should come after, not before, study in the great fields of knowledge. Special training is the point of the spear. The shaft is what makes the spear effective, and the talents and capacities of the individual, his qualities of mind and character are the shaft, the force and power behind all special training."

Wendell Willkie, who has vigorously defended liberal education and called for its continuance even during the emergency, has pointed out the danger of excessive specialization, saying:

"Our American higher education for many years has felt the influence of the German university. And it has been a harmful influence. It has encouraged the sacrifice of methods that make for wide intelligence for methods which are concerned only with highly specialized knowledge; it has held that the subject is more important than the student; that knowledge is more important than understanding; that science, in itself, can satisfy the soul of man, and that intelligent men should not be allowed to concern themselves with politics and the administration of state. Such matters should be left to trained politicians. President Hopkins of Dartmouth has stated these trends more clearly than anyone I know and has pointed out that it would be a tragic paradox if, as a result of the war, we were to allow our system of higher education to be transformed into the type of education which has made it so easy for a crowd of governmental gangsters like Hitler's outfit to commandeer the whole population."

The Lack of Unity

There are other serious criticisms of liberal education that we should heed. The critics have charged that the liberal arts college reveals no unity of purpose, and that it speaks without a common voice. They accuse the colleges of deserting basic principles and fundamental values and of shirking their responsibility for moral and ethical education.

These criticisms seem too severe. But one would have to admit that the humanities themselves do not speak in unison about life, and that in many universities, teachers of history, literature, philosophy, and the arts are more interested in advanced technical studies than they are in building humanist ideas and ideals into the lives of undergraduates. The humanistic studies have come in practice to represent not the intelligence that has emerged from man's experience and that might guide his thoughts and actions, but a collection of relatively independent and unrelated "departments" or "subjects."

Some of these humanistic studies constantly fall prey to all kinds of pedantries and so lose their significance for life. They have done so during many periods in the history of education, and this formalism is something that teachers can escape only by con-

Dr. Tate Returns To Professorship; McConnell Named

Outstanding Scientist Asks University to Relieve Him of Deanship; Successor Well Known

A major administrative change at the University of Minnesota was voted February 11 by the Board of Regents when, at his own request, Dean John T. Tate of the College of Science, Literature and the Arts, relinquished the deanship of that college to return to his former status of professor of physics. The board thereupon named to the Arts College deanship Dr. T. R. McConnell, who has been acting-dean for nearly three years. Dean Tate has been serving the Office of Scientific Research and Development on leave from the university since Aug. 1, 1941, and in his letter to the regents made it clear that he expects that body will need him for at least another year.

He expressed a desire to devote his entire time to teaching and research in physics upon his return from the war effort, pointing out that wartime developments in that field have greatly increased its interest. He wishes especially to devote himself, under grants that will be forthcoming, to research on the applications of physics to the medical and biological sciences.

Dean McConnell has been a dean of the Arts College since 1940, with the title of associate dean and later, acting dean. He came to the University of Minnesota in 1936 as associate professor of education and a year later became professor of educational research and chairman of the university committee on educational research. Born in Iowa in 1901, Dean McConnell has degrees from Cornell College, in that state, and the University of Iowa. He served as instructor, professor and dean at Cornell College from 1925 until he came to Minnesota. Dean McConnell is widely known in the educational world. He is chairman of the committee studying general education in the postwar period for the American Council on Education and recently was one of a small committee who made a survey of the colleges maintained by the City of New York.

Dean Tate, in the letter to President W. C. Coffey in which he expressed his wish to retire, said:

"The time has come when in my judgment it is in the best interests of the University of Minnesota that the Board of Regents relieve me of the deanship.

"The next several years will be unusually critical and difficult ones in the history of the college. Super-imposed on the already changing perspective of liberal arts colleges generally will be the added problems of adjustment to after-war conditions. To meet those problems wisely the college should have at its head now not an acting dean whose tenure in that office is contingent upon my return but a dean who can study and plan for the future of the college with assurance of continuity of policy and control.

"In all probability the Office of Scientific Research and Development will request that my leave of absence from the university be continued for at least one more academic year and I believe that the importance of the program of which I am in charge justifies the request. I believe, however, that to continue me on leave would be unfair both to the college and to the acting dean, especially when, as acting dean, the college has a man of the stature and outstanding qualifications of Dean McConnell."

Of the post-war importance of physical research, Dr. Tate said:

"The practical successes which have attended the applications of physics to the emergencies created by the war have demonstrated beyond doubt that basic research in physics will play in the postwar world an increasingly important role, and it is my ambition to assist in the development of these possibilities at the University of Minnesota."

He expressed confidence that the Rockefeller Foundation will renew research grants temporarily suspended at Minnesota because so many researchers are in war work.

To Serve State Universities

Malcolm M. Willey, vice-president, University of Minnesota, is one of three administrators named by the National Association of State Universities on a committee to consider postwar problems of state universities.

Liberal Education Status of Postwar Period Stated

Continued from page 3, column 4
stant alertness to the meaning of these disciplines for personal living and social relationships in our time.

The Rise of Liberal Arts

The liberal arts, we are often reminded, were established long ago; they formed a systematic curriculum for the schools as early as the Middle Ages. But we should remember, also, that medieval education frequently put form before spirit. Much of the content of monastic education was sheer memorization of the Scriptures and the writings of the church fathers. The church stifled criticism of its doctrines. Teachers often did little but dictate glossaries and have students memorize them verbatim. Grammar, once the key to literature, became an end in itself. Logic degenerated into mere disputation. Learning became mechanical, lost its contact with the human spirit.

The Renaissance, which began as a profound humanistic revival, restored the classics as great human documents to be read because they conveyed the meaning of life. But culture soon fell prey again to the pedantries of the schoolmaster. Scholars obscured the record of human experience in the classics by excessive literary analysis. The humanistic learning in the schools soon became formal and remote from the inner life of man. Renaissance education as a rich and vital experience was smothered by the putterings of the grammarians.

Ultimately another realistic movement strove to uncover the true spirit of learning, and Milton, the classicist, has to remind the scholars and the schoolmasters that the purpose of education was to fit men "to perform justly, skillfully, and magnanimously all the offices both private and public of peace and war." And so the fate of the humanities as studies has oscillated between periods of formalism and periods of revival. It is time for another revival of the true value of history and literature and philosophy.

The historian must do something more than provide a mere catalogue of events, a mere "string of episodes," to use Charles Beard's phrase; he must help us to see history as the record of a growing human organism, to borrow another of Beard's concepts. As Strayer puts it: "If history is to be a guide to life it must deal with causes and effects, not mere chronological sequences. . . . If formal history is to widen and deepen our own personal experience, if it is to be a guide to action and not an escape from reality, it must make generalizations and draw conclusions."

Teachers of literature have become too absorbed in purely historical, critical, and technical matters. Professor Douglas Bush of Harvard recently pointed out one of the principal reasons for the loss of interest in the humanities among undergraduates:

"Custodians of the humanities have been far from blameless," he said. "The young sheep may or may not have been hungry but they too often have been given the husks of literary history and professional scholarship. The spiritual vacuum left by such teaching has been promptly filled with various kinds of gas, so that the afore-said sheep . . . 'swol'n with the wind, and the mist they draw, rot inwardly, and foul contagions spread.' Meanwhile teachers of the humanities have looked on with cynical but largely inactive contempt."

Literature as a humanistic study is a means of reliving human experience in all times and in many nations. It is a means of understanding human motives, and of profiting from man's ideas and ideals. It provides rich personal experience and an understanding of human relationships. It makes for greater knowledge of oneself, and the continuous expansion of mental horizons. Rightly studied and taught, literature is perhaps the most important of all instruments of liberal education.

The teaching of music and art, too, has suffered from an over-emphasis on historical treatment and from learning about the arts instead of having a rich experience with them. Liberal education should encourage actual work in arts and crafts and actual participation in musical activities. This direct experience will not only constitute a source of recreation and enjoyment, but will introduce the student to the very problems that mature artists themselves have encountered. The best approach to an understanding and appreciation of great works of art and music may be through the work of contemporary artists and musicians, followed by familiarity

Ziebarth to Run Station WLB



E. W. Ziebarth

E. W. Ziebarth, who has been associated since 1938 with the University of Minnesota's radio station, WLB, has been named acting director of the station by Julius M. Nolte, head of the General Extension Division of which WLB forms a part. He will serve during the absence of Burton Paul, who is going overseas for the Office of War Information.

An alumnus of the University of Wisconsin, Mr. Ziebarth has had both commercial and education experience in radio. He organized and has been in charge of the Minnesota School of the Air, which pipes radio programs into schoolrooms in many northwest cities and towns.

He will give up a part-time teaching schedule in the speech department and devote his entire time to the station.

with art through the ages, with an emphasis always on the relation of art to everyday life and the way in which it reflects the life of its period.

The philosopher needs to make his subject less esoteric and abstract, and relate it more closely to life, make philosophizing a "human enterprise."

"After all (asks Professor M. C. Otto), of what advantage to men is a theoretically luminous universe if in their daily lives they must stumble on without light? What has been gained for mankind when the scholar has pictured the harmony, perfection, and beauty of the cosmos, if on our planet millions of human beings must continue to endure squalor, poverty, and strife? Of what human significance is it to win freedom for atoms or electrons if Sacco and Vanzetti move inexorably to death and millions cannot escape from unemployment and poverty?"

"Or is the hunger of a thinker for intellectual triumph of such worth that the hunger of men and women for a life that tastes good is as nothing in comparison?"

It was William James, says Professor Otto, who attempted to change philosophy "from a sense of having arrived in a realm beyond life into a method of direction in the midst of life," and John Dewey has changed philosophy from "a device for dealing with problems of philosophy" into "a method, cultivated by philosophers, for dealing with the problems of men." This is the approach to philosophy that will make it for students a vital revelation of the meaning of human life and the importance of enduring values.

Teaching as a Revelation of Life
Fortunately, there have been great teachers in all times who have made their subjects and their teaching a revelation of life and a stimulus to personal growth. The fact that there are many such teachers today in colleges of liberal arts is the strongest reason for believing in the perpetuity and growing strength of these institutions.

It is preoccupation with matters that are significant only to specialists and divorcement of teaching from life that endanger liberal education more than does any temporary emphasis on purely technical training. This is what Alexander Meiklejohn meant when he wrote:

"Military training helps us to win a victory. Liberal teaching, if we had it, would help us to use that victory in the service of human peace and freedom. The former prepares for a limited and specific job. The latter requires that we try to see all jobs in relation to one another. It interprets them as working together in the coherence of a single human enterprise."

In Meiklejohn's judgment, we

were unjust before the war in assuming that young men were unwilling to fight for democratic ideals. He pointed out that they did not want to fight foolishly for no valid purpose. They were asking for enlightenment, or education, for a sense of direction. And the colleges could not give it to them. These colleges were not studying war and peace. They were not charting a course for the United States or for the world. They were studying economics or art, literature or chemistry, metaphysics or gardening. They were technical. They were not liberal.

In other words, the colleges did not make a determined attempt to understand human beings and human affairs; instead of focusing on human aspirations and means of attaining them, they emphasized knowledge for its own sake.

Knowledge of the Past and Present

Liberal education must make constant use of the cultural heritage. But too often we have taught the past for its own sake, rather than as a means of illuminating the present scene. Yet the problems human beings are concerned with are in the present. A teacher of literature has recently written that we do not wish to discard as unimportant any of the creative thought that is our heritage from the past. What we do want is to introduce our students to this accumulated wisdom in ways and at times that will make it meaningful to them, not merely in some order that seems logical to us.

Lynd, in "Knowledge for What?" has put the same notion this way: "If the record of the past is to be usable in the present, it is not enough to 're-create the past'; it must be re-created in sharp orientation to the specific intricacies of present problems." And, one might add, it is important to determine whether the wisdom of the past provides an adequate solution for all present problems. It is all too easy to give old answers to new questions that demand new knowledge and new ways of behaving.

Purpose of Liberal Education

But enough of criticisms of liberal education. It is to be hoped that in reviewing these criticisms, there has been suggested by implication the true purpose of liberal education, which is to fit students to live as men and as citizens in a free society. Liberal education is education for personal development and social responsibility. Its function is to fit a man "to perform justly, skillfully, and magnanimously, all the offices both private and public of peace and war." Notice that Milton did not define education merely as knowledge, "only as information about the past. He defined it in terms of what the individual should be able to do. Knowledge is important if it is a means of acting intelligently. And so the end of a liberal education can be stated simply. Speaking for one liberal arts college, Esther Raushenbush recently expressed the purpose of education as follows:

"We are trying to educate our students to be normal functioning people in a world in which they should take an active part. . . . We want them to understand that the kind of world they are to live in will be determined at least to some degree by the values they have and the wisdom they can achieve. We want them to know in any case that a world worth living in is not to be had for the asking, but must be constantly guarded and continually be remade, and we want to give them the knowledge and understanding that will help them take their part in this continuous process."

Liberal Arts and Pre-professional Training

The liberal arts college has come in practice to serve a large number of preprofessional students who may transfer to specialized schools after two or three years. One of its most important functions is to give these students—and also those who remain all four years—a good general education. "General education" is not an entirely satisfactory term, but it serves well enough perhaps to refer to those nonspecialized and nonvocational phases of education that should be the common possession of educated people in a democratic society. General education is not a process that can be assigned exclusively to any period or level of schooling, but in practice it has come to represent the primary function of education during the last two years of high school and the first two of college. General education really differs from a true liberal education only in degree. In fact, it may be looked upon as an integral part of, or perhaps a de-

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Dr. Novak, Regent, Honored by State School Board Group

Dr. E. E. Novak, New Prague, member of the Board of Regents of the University of Minnesota, received a service reward recently from the Minnesota School Board association in recognition of 38 years of continuous service with that organization. Presentation to Dr. Novak of the distinguished service award given this year for the first time by the association in co-operation with National School Service institute, was made by Lt. Gov. Archie Miller, who was himself a member of the Hopkins school board for 10 years until he resigned in 1931 to enter the state senate.

Dr. Novak, who has engaged in practice of medicine at New Prague since 1895, has been a member of the school board there since 1906. He has also served as mayor of New Prague and has, since 1939, been a member of the board of regents of University of Minnesota.

Dr. Novak was president of Minnesota School Board association in 1935-36.

sirable foundation for, a more complete liberal education.

Studies made at the University of Minnesota indicate that many preprofessional students in medicine, law, business, and education do not get a good general education. There is a tendency for a professional school to prescribe or recommend for preprofessional students, courses thought to be specifically preparatory to their later professional education. This practice, coupled with the student's desire to study something directly related to his vocational purpose, results all too frequently in a poorly balanced program rather than a well-designed experience in general education. Yet men and women in the professions will be expected to take positions of leadership in civic and cultural affairs in their communities. In too many instances, one fears, they are poorly prepared to exercise their ordinary functions as citizens, much less to exercise intelligent leadership as highly educated members of the community.

Elements of General Education

The elements of general education may be rather simply stated. General education should enable the student:

1. To understand other persons' ideas correctly through reading and listening, and, in turn, to express his own ideas effectively to others.

2. To understand the dynamics of human behavior as a means of attaining a sound emotional and social adjustment.

3. To improve and maintain his own health and to aid in making the community a more healthful place in which to live.

4. To enjoy a wide range of social relationships and to work cooperatively with others in common enterprises.

5. To acquire the knowledge and attitudes that are the foundation for a satisfying family life.

6. To take an active, intelligent, and responsible part in public affairs of the community, state, nation, and wider international scene.

7. To enjoy the natural environment and to understand the application of scientific facts and principles to human affairs; to understand and appreciate scientific method and attitude, and to use them in the solution of personal and social problems.

8. To understand and to enjoy literature, art, and music as an expression of human experience in the past and in the student's own time; also, if possible, to participate in some form of creative literary, artistic, or musical activity.

9. To recognize the values implicit in his own conduct and in concrete social issues, to examine

these values critically, and to develop a coherent set of principles for the evaluation and direction of personal and social behavior.

10. To think critically and constructively in dealing with a wide range of intellectual and practical problems.

11. To choose a vocation that will enable him to utilize his particular interests and abilities and to make his work socially useful.

One of the criticisms of liberal education mentioned earlier is that the humanities have failed to give an interpretation of the human enterprise and have failed, therefore, to give students a sense of values and a clear direction for personal and social living. There are attempts in the colleges, however, to meet this challenge. One of the most interesting at the University of Minnesota is a course called "Humanities in the Modern World." It is a course designed to let the humanities speak with a common voice about the central meaning of democracy. It is not a survey course. It is a course, however, in which appropriate documents from history, philosophy, and the fine arts are selected and correlated to reveal the growth of democratic ideas and ideals since 1775. James Gray, author and critic, described this course in the St. Paul Dispatch as follows:

"Those who have organized (the course) worked on the fundamental idea of following the history of human society through the period when the notion of external authority has been questioned or when basic social and intellectual changes have taken place to discover how the ideal of self-government has been subjected again and again to re-examination and clarification."

"Since the year when this country so dramatically and audaciously asserted its own right to self-government, there have been five of these periods of change and reappraisal. . . ."

"In each of these chapters there have been bitter onslaughts against the ideal of self-government and there has also been a valiant and untiring determination to keep it alive. As the designers of the course say: 'The career of this ideal has been marked by frustration, opposition, rebellion, oppression, reform, co-operation, heroism, and pathos, hope and despair. These experiences have been the occasion for many of those great documents which we call collectively the humanities.'

"These are the documents which will be exploited to trace the full history of the ideal of self-government which at this moment is once more threatened, once more stubbornly on the defensive. . . ."

Liberal Arts and Democracy

This is the kind of experience in general education that the colleges should provide for large numbers of students. But it is not enough to close liberal education for all at the end of the traditional sophomore year, as President Hutchins has suggested, and from that point on turn over the colleges to professional and specialized education. A democratic society cannot exist merely with an intellectual elite, but must have many citizens who possess a full understanding of the problems of modern society and a deep appreciation of the good life. That is why colleges of liberal arts must not be devoted exclusively to the education of the very few who will choose scholarly careers or enter the professions. On the contrary, the colleges need to give four years of true liberal education, growing out of a well-balanced "general or foundational" education, to many competent men and women whose lives will be personally enriched and ennobled, and whose social intelligence will be turned into social leadership. That, after all, is the true function of the liberal college.

Officer in Chicago

W. T. Middlebrook, vice-president for business matters of the University of Minnesota, attended in Chicago a two-day session of the Central Association of University and College Business Officers.

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Plan to Expand Market for Wheat Of Midcontinent

Joint Study by Universities Would Have Readjustments Made at Peace Table

Proposals which their sponsors believe would materially increase the eventual post-war prosperity of the midcontinent area of North America, by which they mean the broad agricultural flatlands of the west north central states and their extension into the Canadian prairie provinces, have been published in two pamphlets, "The Midcontinent and the Peace," and, more recently, "The Interests of Western Canadian Agriculture in the Peace Settlements."

The studies were made as a joint project of the Universities of Minnesota and Manitoba, with Dr. Arthur R. Uppgren, formerly of Minnesota, as director and William J. Wainess of Manitoba as associate director.

Broadly speaking, the proposals call for settlements at the peace table that would supplant the extravagant and uneconomic production of wheat and other grains in Europe with a more diversified agriculture there, with provision for supplying those lands their bread wheat from the Midcontinent. With this would go tariff changes that would enable Europe to expand the sale of manufactured goods to the United States and Canada to obtain the exchange wherewith to purchase our breadstuffs. A further proposal is that the tariff between this country and Canada on automobiles and auto parts be adjusted so that Canadians could buy cars more cheaply, thus expanding the market, with some accompanying advantage to the United States in the importation of Canadian wheat.

The report points out that loss of our overseas market for breadstuffs, lard and other pork products was a main factor in costing this country \$3,859,000,000 expended in benefit payments to agriculture during the depression, while at the same time European countries, seeking self-sufficiency in food as a preparedness policy, were spending a billion and a half more dollars a year than they need have had they imported breadstuffs and produced fruits, vegetables, dairy products and the like on their own farms.

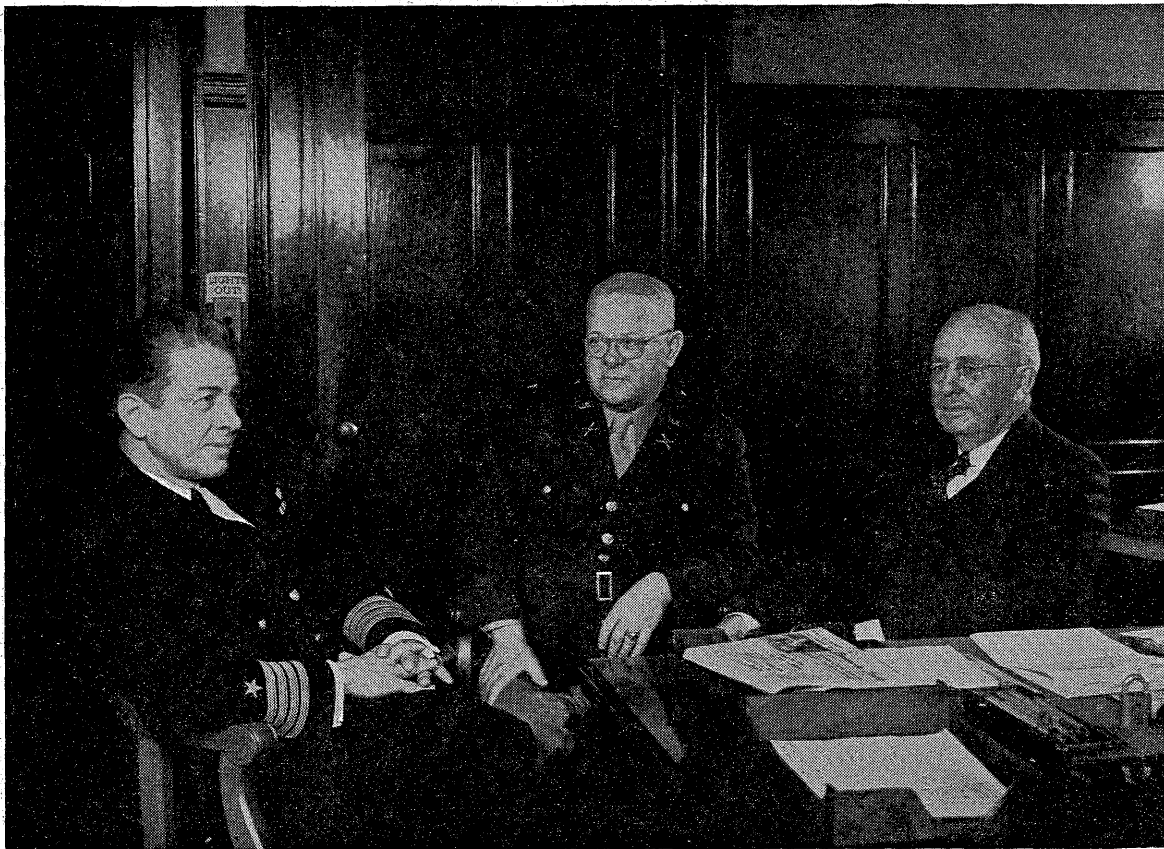
Arthur R. Uppgren, formerly associate professor in the School of Business Administration, and now on leave to serve as economist and vice-president of the Minneapolis Federal Reserve Bank, had the following to say in a recent condensed report on the project:

How can our Northwest agriculture be provided with a stake in international markets large enough to induce it to support an international organization to promote peace and, incidentally, to implement the provision of this world stake for our agriculture? It is the proposal here that I wish to spell out in somewhat considerable detail, and in doing so I shall resort to the recent pamphlet published by the University of Minnesota Press, entitled "The Midcontinent and the Peace."

The Recent Record of American and European Agriculture

We are all aware of the distressing position of midcontinent agriculture (I include in this term the agriculture of our Northwest and the Prairie Provinces of Canada) during the decade of the 1930's. In that decade we were still able to produce efficiently and cheaply large amounts of agricultural products such as wheat, pork, lard, and barley. But the prosperity of agriculture was badly damaged because of the inability to sell our surpluses of these products in foreign markets. As a result prices were extremely low and constantly threatened by the impending surpluses. In fact we gave assistance to agriculture as a whole, much of which was paid to wheat growers and hog raisers, that amounted in the seven years from 1933 to 1940 to no less than \$3,859,000,000. Thus we had here and in Canada low prices, surplus

'U' Military Heads Have Picture Taken With President



Left to right: Captain John W. Gates, USN., Colonel Harry L. King, USA and President Walter T. Coffey, University of Minnesota.

Physical Training for Women Postwar Must Have Better Plan, Teacher Says

Miss Gertrude M. Baker, Acting-Head of Department, Outlines Profession's Thinking

"Contributions to the Post-War World Through Physical Education," was the topic of an address recently delivered at an educational meeting in Duluth by Miss Gertrude M. Baker, acting director of the University of Minnesota's department of physical education for women.

Required courses in physical education for women, with broader and more intelligent objectives provided the gist of Miss Baker's talk, in which she said:

Are our purposes valid for the post-war world that we anticipate? To answer this question we must inquire in to the validity of our purposes at any time, the effect of World War II upon the field, the kind of world we envision, and many other questions. Much has already been written on these topics. Those who have projected their thinking into the kind of society we can expect after World War II have sketched high lights which leave no doubt as to the great need that there will be for educational as well as economic and social leadership by our own rich and resourceful nation. The school will be obliged to have greater clarity than in the past about its role in many directions, for example, about the meaning of democracy, the relation of the school to the community in health and recreation, the development of leadership in students, and the ways of developing fitness. In all of the directions mentioned, our field has a definite contribution to make, but our leaders as well as those in other fields will be forced to set down clearly the approaches that should be made from the pre-school age on into adulthood.

The impact of World War II upon our purposes has already been very evident in some respects. First is its effect upon the interpretation of "fitness."

The meaning of the entire concept of fitness itself has changed. In addition to "physical fitness" with its components of resistance to fatigue and disease, good muscle tonus, good organic functioning, and good body mechanics, there is a widespread recognition of psychological fitness, including poise under stress, strategic judgments—timed exactly to suit the occasion—demanded by the services as well as in civilian life, and of social fitness, the ability to deal

with people, good leadership, and intelligent followership which have been increasingly needed by the effective members of any branch of the service or by the good citizen in our social order. In other words, the term "physical fitness" has given way to the term "total fitness."

The National Association of Physical Education for College Women, an organization which expresses the best thinking of the leadership by women in higher institutions gives the following list of demands upon the college woman today: Longer hours of work, either in the accelerated program, or in the speed-up of production in the war plants; more intensive use of work time; war service in addition to regular work; more effective budgeting of time and money; more effective democratic action; more responsible leadership; sustained morale.

This same group then goes on to state the needs of the college woman to meet these new demands. It lists these items: Increased physical strength, increased endurance, improved organic functioning, motor skills, providing efficient use of the body in daily tasks, body flexibility, ability to plan intelligently for recreation, skill in relaxation techniques, emotional and intellectual balance, democratic and ethical concepts employing faith and courageous action, initiative, and judgment, knowledge and favorable attitude for self-evaluation as a basis for intelligent living, leadership techniques.

The organization has made three recommendations, which are that there be provided for all students opportunities for daily participation in activities suited to individual needs as shown by health examinations, tests, and an analysis of the background of the students' interests and habits; that physical education administrators provide for a guidance program through which the students will be intelligently aware of their needs and that they be stimulated to exercise self-direction in making their adjustments to meet the increased demands upon them in the present emergency, and that a program of physical education be required.

Fundamental Course Suggested

The committee responsible for the recently published United States Office of Education manual on fitness of students in colleges and universities express their interest in a fundamentals course

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Schoolmen's Week To Be April 3-6 At 'U' of Minnesota

Schoolmen's Week, the University of Minnesota's big annual series of instructional and educational meetings for school folk the state over, will be conducted this year April 3 to 6 inclusive. It is managed by the College of Education under the direction of Dean Wesley E. Peik.

Principal visiting speakers to address morning sessions of Schoolmen's Week will be Theodore T. Martin of the headquarters staff, National Education association; J. Cayce Morrison, member of the education department of the University of the State of New York, which is not a teaching university but a state department concerned with higher education; and Dr. Louis Wirth, professor of sociology and associate dean of the Division of Social Sciences, University of Chicago.

Five leading educational associations of the state will participate in a Conference on Postwar Education in Minnesota, these being the Minnesota Council of School Executives, Minnesota Association of Secondary School Principals, Minnesota Society for the Study of Education, Association of Elementary School Principals and the Directors and Supervisors of Instruction.

These and other educational groups also will hold various meetings devoted to problems of elementary and secondary education, administrative problems, special topics and the like.

Of plans for postwar education in the state, Dean Peik said recently:

"As the war continues, the picture of social and educational needs, of deficiencies and of opportunities is being revealed progressively. Not all the year-by-year adjustment of education and society in the postwar period can be anticipated now. However, the elements in the picture that are clear, the pre-war trends that the war has accelerated, and those that appear to be likely, must now be considered together.

"Plans must be made for their integration into state and local programs. It is therefore timely that Minnesota leaders in education meet together again in order to draft at least the preliminary rough sketches of a more detailed blueprint which can only develop as we give the problems our immediate and continuing thought and action. To that purpose the 1944 Schoolmen's Week will be dedicated."

Expert Calls for Student Exchange Between Nations

Postwar Understanding Between Nations Will Not Come from "One Way Street"

S. P. DUGGAN SPEAKS

Says Education in Enemy Nations Can Be Guided But Not Imposed

Stephen P. Duggan, New York, for many years director of the Institute of International Education, a private organization established by the Carnegie Foundation to encourage the interchange of mature students between nations as a contribution toward peace, was the speaker at winter quarter graduation exercises of the University of Minnesota. The commencement ceremonies took place at 8 p. m., Thursday, March 16, when slightly fewer than 300 students received degrees.

"American Contribution to Post-War Culture" was the topic of Dr. Duggan's address, in which he outlined his views of the most effective way to employ education for international understanding following victory. His main points were that instead of a flocking of students to any one nation, nations must exchange students, and that whatever share the United Nations take in directing the education of the defeated, to eliminate totalitarian thinking, must be a matter of guidance, not the imposition of a system. He also emphasized his belief that international education should start as a private effort, later strengthened by government, rather than being started as a bureaucratic effort of the government.

Said he: There will always be a tomorrow, and, if tomorrow is to be worth living in, it will have to have its roots in Today and Yesterday. The traditions that have upheld us in the past will sustain us in the future. The experiences that we have had in the past ought to provide guides for our actions in the future.

One of the great traditions of America is its willingness to respond to human distress whenever and wherever catastrophe has fallen upon mankind. It is a long story and I shall mention but two instances. American shipments of food helped to halt the progress of the famine in Ireland in 1864. The abundant supplies of food and medicine sent to Japan at the time of the great earthquake in 1923 saved thousands of lives from epidemics of disease and brought forth continuous expressions of gratitude from the Japanese people down to the very outbreak of this war.

This fine tradition of American humanitarianism has had its latest illustration recently. To relieve the distress and suffering resulting from the greatest catastrophe that has happened in the history of humanity, the present World War, and to assist in the rehabilitation of nations ravaged by the Axis powers, Congress voted \$1,350,000,000 without hesitation and with real enthusiasm. Americans do not want to see neighbors brought to a condition, through no fault of their own, in which they are ill fed, ill clothed and ill housed. Are they equally anxious to help provide conditions in which other nations will have mental nourishment and opportunities for intellectual improvement? In other words, will they be willing to assist the ravaged nations in educational and cultural reconstruction?

Again it must be said that they will if they are true to their traditions. When, as the result of the Boxer uprising of 1900, the Great Powers compelled China to pay an indemnity of \$300,000,000, we soon restored our share to the Chinese government for purely educational purposes: to build a college where the best Western standards of scholarship, equipment and teaching would be maintained and to send well selected students to

Continued on page 4, column 1

Would Improve Women's Phy.Ed.

Continued from page 1, column 3

stressing objectives of strength, endurance, flexibility, relaxation, and body control and present a recommendation that every student be required to take such a course in fundamentals. In addition, they recommend that every student be required to meet satisfactory achievement standards in the fundamentals, one team sport, one individual and dual sport, dance, and in swimming.

Effect of the Demands of Industry

The needs of industry are affecting our purposes. According to the literature of the Women's Bureau of the United States Department of Labor, and other authentic sources, the following abilities are essential for the girl or woman in industry: A sense of body mechanics in standing and sitting in order to reduce the fatigue factor and increase comfort and efficiency; strong foot muscles and proper use of the feet for prolonged standing, working on concrete and other hard surfaces, and for balance in handling objects; strong arm and trunk muscles for certain types of occupation. Specific limits for women in lifting and carrying vary from fifteen to seventy-five pounds. The average woman is 57 per cent as strong as a man and has 68 per cent as much endurance.

More protection is recommended for women than men against certain health hazards because of being more susceptible than men to some poisons and certain industrial diseases.

The Women's Bureau of the Department of Labor is not prepared to give the percentage of college women going into industry at present, but we know that college women and many high school girls do go and that women will probably continue to go into industry in our post-war life.

Effect of the Women's Auxiliary Services

The need of the women's auxiliary services for persons especially trained in the field of physical education is bound to affect our purposes. This influence is generally in the direction of total fitness, but there is no doubt of stress by all of the services on physical fitness, particularly on good posture, and also on all the components of social fitness.

Effect of the Need for Rehabilitation

The emphasis on rehabilitation after the war will doubtless have a far-reaching effect upon the remedial possibilities in this field. Along with physiotherapists, we shall be aiding in the re-training of certain neuro-muscular abilities. Furthermore, both men and women in the services will have discovered the value of big-muscle activity for release of tension and emotional redirection and will doubtless be more appreciative of opportunities for organized physical recreation. In addition, on the principle of the pendular swing, we should expect a shift from a state of apprehensiveness and grief to a cultivation of the spirit of play on the part of the population in general.

Opportunity to make such a shift in point of view should come with the return to a more balanced work and leisure schedule in the realm of business and industry when the war is over. The way of life that is expected will involve, we think, an opportunity for us to contribute to leisure-time skills in a richer way than previously. Through the many contrasts between democracy and totalitarianism that we shall have experienced, both actually and vicariously, we shall have a new appreciation ourselves of our role in building more intelligent understandings of the personal and social traits necessary to a more effective democratic social order.

In general then our purposes as a field have already been influenced profoundly by the catastrophic effects of this world war. We have all learned again that the fitness of a people is identified closely with survival. Our lesson has not yet ended and when it is finished, should leave a deep imprint. In the world of tomorrow, a higher level of fitness should mean not only greater strength and endurance, better sense of body mechanics with its particular implications for better posture and power of relaxation, but should mean also better democratic behavior and better nervous poise, because real fitness involves the whole individual and is shown by the way he adjusts to his environment, physically, psychologically, and socially. In such a broad interpretation of fitness, I do not feel that we in our field do the

City Officials To Study at 'U' Last of March

Annual short courses at the University of Minnesota for five types of municipal officers will be conducted during the last 12 days of March in the Center for Continuation Study by the League of Minnesota Municipalities, C. C. Ludwig, league secretary, announced.

The waterworks school, co-sponsored by the State Department of Health, will come March 18 and 19, immediately following meetings in St. Paul of the American Water Works association. Also co-sponsored by the state department will be the plumbing school, March 20, and the sewer school, March 21 and 22.

The National Association of Assessment Officers and the Minnesota State Department of Taxation will cooperate with the League in a school for assessors March 23-25 and the Municipal Finance Officers Association and State Department of Public Examination will cooperate in a finance officers school March 29 through 31.

Expenses of most of the attending officers will be paid by the cities and towns which they represent.

job alone, but I believe that whenever physical education is handled as a way of education rather than taught as subject matter per se, it has rich contributions to make to the total fitness of the individual.

In our field we cannot fulfill our role as intelligent educators—indeed, we cannot begin to meet our problems until school administrators in public schools, and those in professional education recognize the contributions we have to make and help us get the kinds of administrative and curricular recognition from the elementary school through college that will make an intelligent program possible. We have some evidence that some recognition is forthcoming on higher educational levels: the report came from fifty-two colleges and universities in various parts of the United States just this past October; 28 per cent had increased their requirement since 1940-41, 69 per cent have a two-year requirement, and 21 per cent have a requirement of three or four years. A total of 90 per cent have at least two years of required work.

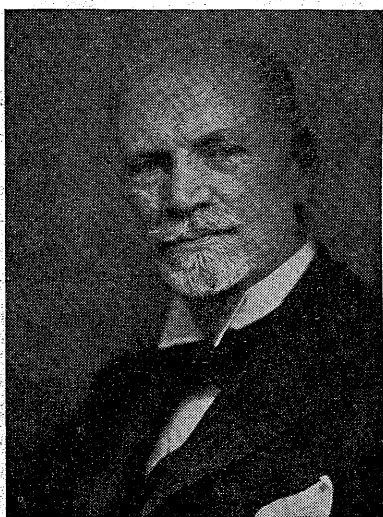
The problem of immediate and complete recognition of this field from kindergarten through college is a very involved one, I know. Within the school there are many philosophical as well as organizational and curricular problems that must be solved in relation to health and physical education. The pattern of these problems may differ according to whether they exist on town, city, or state level, but some baffling common elements such as the relationship of health and physical education, run throughout all patterns. As we all know, the recognition given by the public at a time of war has some rational but many purely emotional factors in it. The one-sided recognitions and impetus given by various pressure groups bear close watching if the school is to retain the powers with which it has been endowed.

I believe that there is a general realization that both the opportunities and the problems in health, physical education, and recreation will be of paramount importance for both the school and the community of the post-war world, and unless we start to meet them as they are unfolding, we shall not have learned for education the outstanding lesson of this entire war: first, that of being intelligently and actively prepared; second, that of being united in educational action.

Pharmacy Scholarships Ready

The American Foundation for Pharmaceutical Education has allotted funds for the establishment of 130 scholarships in 64 colleges of pharmacy, according to Dr. E. L. Newcomb, former Minnesota professor, secretary of the Foundation and executive vice-president of the National Wholesale Drugists' Association. The scholarships have a value of \$400. The Foundation, which was established to broaden pharmaceutical education and create new opportunities for ambitious young men and women in the drug field, has received contributions of more than \$400,000 from leaders in the industry, according to the announcement. George V. Doerr, regional vice-president of McKesson and Robbins, Inc., Minneapolis, is president of the Foundation.

Head of Institute Speaks to Graduates



Dr. Stephen Duggan
(See story on page 1)

Chicago Speaker Presents Theory Of Planning

An analysis of the theory of planning as applied to present day affairs was presented by Louis Wirth, professor of sociology, University of Chicago, at a recent University of Minnesota convocation. Dr. Wirth will reappear on the campus as a speaker during Schoolmen's Week, starting April 3.

In his convocation address he said in part:

Today everyone talks about planning and even professes to be doing something about it. But when everybody is in fashion nobody is in fashion. Planning is a term of reproach and of commendation. It is used approvingly by communists and capitalists. But perhaps it is no more ambiguous than democracy, Christianity, education, engineering and free enterprise.

When we talk about planning, what are we contrasting it with? The obvious antonym is "no plan," "drift," "muddling through," "improvisation. If we can do something about a problem and still deliberately decide to let the problem solve itself we are also planning, but in a negative way. In this country, however, we have made our philosophy of opportunism into a creed.

Planning in its simplest form is purposive activity as distinguished from random behavior. When we speak of city planning, for instance, we imply the existence of a design—a pattern for traffic, for factories, stores and residences. Planning as it is practiced and preached today, however, extends into the realm of production, employment, taxes, foreign trade, conservation of resources, education, health and welfare. In this form planning is set over against free competition—"laissez faire." The assumption underlying this type of planning is that our society and our human problems are too complicated to be left to the rough and tumble operations of the market and require rationally formulated procedures for arriving at explicitly stated ends. Planning rests upon the belief that with intelligence we can improve upon the crude processes of nature. Planning is the rational and deliberate intervention in and direction of social change. To control change, however, we must know (1) What is possible, (2) which of the possibilities we desire to realize, (3) what the appropriate or most efficient means are for achieving our preconceived objective. Planning involves prediction; and the question is whether in matters economic, social and political we have arrived at a point where we can predict. If nothing changes there is nothing to predict, but if things do change, how are we going to predict? In the military field the problem has been settled. The general plans for alternative possibilities and must be ready to change his policy in accordance with eventualities. Plans, to be plans, however, must not only be specific, but flexible.

The crucial problem of our time and our country with reference to planning, however, is whether it destroys freedom. Here we must distinguish between social planning and a planned society. It is easier to plan where the planners have all the power to make all the necessary decision. In a soviet system or in a dictatorship this may well be nearly true. But no one is suggesting that type of planning in America. Our problem is to plan in a system of capitalistic private enterprise and

Book Designed Here On List of 50 Best

Jane McCarthy, production manager of the University of Minnesota Press, is the designer of a volume chosen for the "Fifty Books Exhibit" in the annual competition conducted by the American Institute of Graphic Arts. "Common Edible Mushrooms," by Clyde M. Christensen, published by the University Press last spring, was the book on which the award was based. The fifty books chosen for the exhibition were picked from 435 volumes submitted by 95 publishing houses. First shown at the New York Public Library at the time the announcement of winning titles was made, the books will go on tour and will be seen in Minneapolis some time this year.

Boris Artzybasheff, illustrator-designer, Daniel F. Bradley, Harper Brothers publishing house, and A. Hyatt Mayor of the Metropolitan Museum of Art comprised the jury which made the selection.

"Common Edible Mushrooms" is the fifth book designed by Miss McCarthy for the University Press that has been part of the annual "Fifty Books" exhibit.

under a constitution guaranteeing freedom of the individual and democratic control of common affairs and public policy. Some have questioned whether planning is more than a figure of speech under these conditions. It is my thesis that not only is planning not incompatible with freedom, but also that in our complex society, planning is necessary to preserve freedom. As long as we have representative government we can throw out the planners we don't like.

Men who are hungry are not free. Neither are the jobless, the sick or the uneducated.

Our task is to build a base of security under our society so that men can enjoy the freedom of civilized living. In a complex society this is only possible under planning. It does not mean the end of competition but lifts competition to a higher plane above the mere struggle for existence.

Army Expands Youth Program

The army said recently that it contemplates "broad expansion" of its specialized training reserve program for men in the pre-induction, 17-year-old group.

This group was not affected by the recent decision to cut drastically the size of the army specialized training program and to put the great majority of men into active service to make up deficiencies in total army strength.

The war department did not elaborate on its statement that the reserve training program would be expanded, but said details would be announced "soon."

The same announcement also reported procedure governing selection of medical, dental and veterinary trainees who will be retained in the ASTP after April 1, when the reduction becomes effective.

In addition to enlisted men now taking instruction in medicine, dentistry and veterinary medicine, soldiers currently enrolled in pre-professional courses will be continued in their studies and upon successful completion of that work will be advanced to the medical or dental phase of the program.

Assignment to training in medicine and dentistry in ASTP for the remainder of the year will be made from among enlisted men who prior to April 1 have been accepted for 1944 classes in medical and dental schools.

Civilians now in those schools and who have been accepted for a 1944 class in an accredited medical or dental school but who did not receive a call for induction prior to March 1, 1944, will not be assigned for ASTP training in medicine or dentistry.

Selection for pre-professional and subsequent professional training in medicine and dentistry will be restricted to soldiers who have completed their basic military training and have accomplished one of the following:

1. Task and aptitude test for medical profession upon successful completion of term 2 or term 3 in the army specialized training reserve program.

2. Received a satisfactory score on the army-navy (A-12, V-12) college qualifying test (men in this group must have satisfactorily completed at least a year of pre-medical or pre-dental studies as civilians).

Priority will be given in the or-

Gophers' "Nag" One of Greatest Ever on Gridiron

Bronko Nagurski of International Falls, Minnesota's greatest athlete of recent times, who has been called by many the greatest football player Minnesota ever produced and who also has been voted recently by a group of coaches the greatest football player of all time, replacing the famous Indian, Jim Thorpe, was described in the January 24 issue of Newsweek. That paper's description of the famous "Nag" follows:

Bronko Nagurski said he was through. After the National Football League title game Dec. 26, in which he bucked the Washington Redskins line like the Nag of old and punched across for one of the six winning Chicago Bear touchdowns, the 35-year-old veteran announced he would retire again. "After all, I can't go on taking care of Halas (Lt. Comdr. George Halas, owner of the Bears) all my life."

He should live so long. The Bucking Bronko had, in fact, emerged from a five-year football retirement last season because the Bears "needed some help." And last week after a two-year wrestling hiatus, Nagurski reembraced the mat. The old competitive flame had been fanned to at least a lively flicker. On Jan. 10, he defeated Ken Fenelon of Dubuque, Iowa, at St. Paul, Minn. The next night, before 5,000 Minneapolis fans who voted him Minnesota's all-time No. 1 athlete several years ago, he pinned Paul Jones of Houston with a flying tackle.

Born in Canada but Minnesota-bred, Nagurski went from International Falls High School to the University of Minnesota in 1926. As a frosh player, he stopped Dr. C. W. Spears's varsity eleven in scrimmage, and always gained a few yards whenever he lugged leather against them. On varsity for the next three years, the 6-foot-2 line-buster played every position but center, quarterback, and halfback, and crunched through the foe lines from all angles. Although he played merely 30 minutes as a tackle in Big Ten games, he was named All-American tackle in 1929. One All-American survey listed only ten men—Nagurski appeared on the dream team in two positions, tackle and fullback.

With the professionals as Papa Bear, Nagurski zestfully continued to pound (he possesses 230 pounds) his way through players. When he didn't find a hole in the line, he created one. He liked best to block for the ball carrier. George Richards, then owner of the Detroit Lions, offered Nagurski \$10,000 not to play for the Bears. And Art Rooney, owner of the Pittsburgh team, couldn't stand watching the Bronko crippling his men—in 1934 three Pittsburgh players were removed after three Nagurski drives. After eight such seasons, the Nag retired to pasture on his 200-acre farm near International Falls. "I'm all through," he complained. "My legs can't stand the gaff. If I don't quit now I may wind up a cripple."

It was not only football that tired Nagurski. The handsome hulk of brute had taken up wrestling in 1933 as an outlet for his rough-and-tumble exuberance. By 1937, his two sports schedules had overlapped so that in three weeks he pounded the line in five games and pounded the mat in eight matches.

Nagurski brought to wrestling, which is drama rather than sport, the services of a "straight man." Eschewing the grunt-and-groan histrionics of the razzling villains and comedians, he relied on his well-built bulk (and a few football plays) for fan appeal. Promoters tried to get the Nag to act ferocious, but he wouldn't even try: "Hell, I'm no good at making faces."

But in 1938, Bronko did win a match on a comedy note. Pitted against Sandor Szabo, he dived at the terrible Hungarian, who side-stepped. Nagurski landed out of the ring on his head. Szabo's seconds wrapped their man in a robe, thinking the bout over, but Nagurski crawled back to the ring and, with the aid of the strait-jacketing robe, threw Szabo for a fall. It's times like these that Bronko recalls when he admits he has been "accused of being a champion" several times.

der as outlined. Any additional vacancies may be filled by soldiers selected on the basis of their proved abilities and academic background.

Plan to Expand Market for Wheat

Continued from page 1, column 1

production, and the necessity of giving supporting aid to agriculture. In these years we sold wheat most of the time for much less than one dollar a bushel, and only close to that price in one or two years.

What was the position in Europe? First of all, in Europe, great drives were launched to raise more grain without counting the cost in order to be self-sufficient in food, as well as to give some support to their agricultures. In these years the price of wheat in France, Austria, Czechoslovakia, Germany, and Italy averaged more than two dollars a bushel, with a range of \$1.55 in France to \$2.29 in Germany, and \$2.47 a bushel for wheat in Italy.

Clearly we now understand that these high prices in European countries were necessary to overcome the cost of producing that larger amount of grain that would contribute to an assured supply of food in the event of military emergency. In the report to which I have referred the cost of this self-sufficiency in wheat for France and Italy and wheat, barley and pork for Germany was averaging around \$1,500,000,000 a year!

Thus we observe that wheat, pork, and barley were dammed up within Canada and the United States, prices were low, and in the United States large benefit payments were made to agriculture. In Europe, in contrast, output was forced regardless of cost, prices averaged more than double what Midcontinent wheat could be sold for, and largely for military ends, consumers were badly treated in the interests of self-sufficiency.

Is a Gordian Knot

This, I submit, is the Gordian Knot that must be cut in the peace settlements. What is needed, in my view, is that the forthcoming economic parts of the peace settlement should arrange that "Canada, the United States, and Britain with the cooperation of Russia and in concert with the countries of Western Europe shall make arrangements whereby all of the Western European countries, including Britain, will undertake within a specified period, perhaps fifteen years, to receive certain agricultural products, wheat, pork, and lard, for example, from producing countries in specified maximum amounts."

This proposal would envisage larger exports of these agricultural products than we have had in the past, even in good years. In this way, a genuine stake in international markets would be provided for our Northwest agriculture. With that stake provided, we could then adopt international policies, including reduction in tariffs, to facilitate paying for these larger exports. This, I think would receive the support of people in our area. It must be strongly emphasized that other regions should likewise speak for themselves. Someone has said that in the last war the minorities of Europe "made a noise out of all proportion to their size" and that regional groups in our own country failed to speak even in a whisper.

These arrangements admittedly would be beneficial to the interests of our agriculture. What would they mean for European agriculture?

First, if one subscribes to the objectives of the Atlantic Charter, then the arrangements would provide cheaper food for consumers in Western European countries. This cheaper food would mean large savings which could be spent to stimulate production in other lines. For European agriculture, more specifically, one might at first suppose that that agriculture would be damaged by these arrangements. While the arrangements would benefit our agriculture, would they not, as they are being affected, most adversely affect European agriculture?

What Would Europe Raise?

I think the answer here is "No." European agriculture could steadily turn to new lines of production which I think would be far more profitable than wheat raising has been for them, based on the assumption that our world-to-be is to be interested in welfare not warfare. Here we have a telling demonstration that is based on the experience of agriculture right here in Minnesota.

Since the turn of the present century, Minnesota, which formerly raised almost one hundred million bushels of wheat, has tremendously changed the nature of its agricultural output. We now produce large amounts of animal

Regents Praise Contributions Of John T. Tate

A resolution of appreciation for the outstanding work of Dr. John T. Tate, University of Minnesota professor of physics who recently voluntarily gave up the deanship of the Arts college so that he may return to research in physics when the war is over, was adopted by the board of regents, meeting today. Dr. Tate is now doing important war work for the Carnegie Institution's Bureau of Scientific Research and Development. He will have the title, research professor, upon his return.

The resolution said: Mindful of the loyalty and devotion which he has given through years of service extending back to 1916, the Regents of the University of Minnesota through formal action hereby express their deep appreciation of John Torrence Tate. As instructor, assistant professor, associate professor and professor, his scholarly interests and research abilities have brought great prestige to him and to the department with which he has for so many years been associated. Latterly, as dean of the College of Science, Literature and the Arts, he inspired confidence in the members of his faculty and carried forward the traditions that have established for this college a reputation for significant educational leadership.

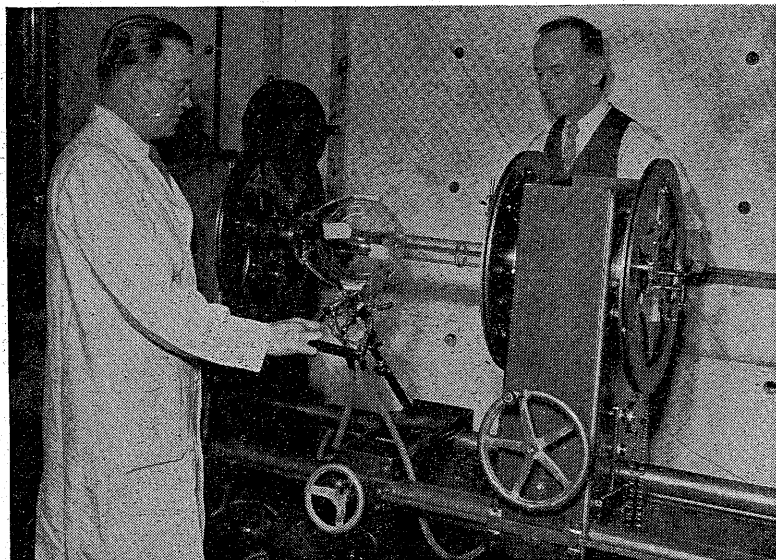
It was inevitable that a research physicist with his qualifications should be called upon for war service, and the value of that service is now fully recognized but can be described with the commendation it merits only when the war is over. In relieving Dean Tate of his deanship the regents are acceding to his judgment that the college with which he has been associated needs in these difficult times the continuous guidance of a dean who can devote his full energies and thought to the problems that must be faced. The imperative need for his services away from the campus precludes Mr. Tate from carrying this responsibility. The regents, in accepting his resignation as dean, are greatly heartened in the fact that when the war ends Mr. Tate will return to the University of Minnesota as professor of physics, and that as such he will continue here in the future the teaching and the scientific investigations that have brought him and the institution such high distinction in the past.

After a recent brief visit to the campus, Dr. Tate has now returned to his research duties in Washington, D. C.

products, including meat, dairy products, and poultry products, including eggs. Now, we have not made this change merely to diversify our agriculture, because I think we are more concentrated in animal products as a whole than we ever were concentrated in wheat raising. What has happened has been that we have changed from the less profitable agricultural crop of wheat to the more profitable agricultural crops consisting of the various animal products. Now we have done this because as a country's income and productivity rise—and for this country we have had perhaps almost a 50 per cent rise since 1900—that nation varies its diet to include many different items, and it reduces its concentration upon bread. In fact, in the United States since the late 1890's, our consumption per capita of wheat has fallen from about six and one-half bushels a year to slightly less than four bushels. In that same period our consumption of butter, milk, eggs, and meat, for example, has risen substantially.

Now if the countries of Western Europe are required to reduce their dependence upon cereal raising they do have a better alternative to which they may turn. We have evidence of this in fact based on studies made in 1927 as to what German working families, for example, would want in the way of foods were they to enjoy an increase in incomes. Those studies reveal that by 1937 when real incomes, that is to say productivity, had risen by 25 per cent in Germany in comparison with 1927, German consumers would then have wanted more wheat, meat, milk, vegetables, eggs, butter, and fruits and they would have wanted less margarine and

Improved Glassworker's Lathe Developed In 'U' Mechanical Shops by Jack Phelan



Left to right: Ed Greinke, head glassblower, the machine, and John A. Phelan.

Machine Holds Heavy Glassware True While Blower Welds It

Jack Phelan, University of Minnesota genius of mechanical contrivance, has rung the bell again.

He has made a glassworker's lathe that is 'way ahead of anything else of its sort.

A glassworker's lathe is a big machine that grips and holds heavy pieces of glass equipment, in the case of a university, laboratory equipment, while it is being welded or fused by the glassblower. Perhaps a heavy glass tube is to be welded to the mouth of a large flask, or it may be that sizeable sidearms must be fused into a large tube to provide the arrangement some laboratory researcher has designed.

There are limits, according to Ed Greinke, campus glassblower, to the size of the tube or flask a glassblower can hold in his own hands when he also has to blow it and manipulate a fusing instrument. With hand manipulation he can handle pieces of tubing up to 2 1/2 inches and flasks up to about 300 c.c. But with the lathe he can work on tubes eight inches in diameter and flasks up to 20 liters.

Cathode ray tubes, for example, may weigh from 20 to 25 pounds. No glassblower could both twirl them by hand and perform his other duties.

It isn't that Phelan has invented a glassworker's lathe. Such a piece of equipment has long been in existence; a necessity in fact. What he has done is to make one that easily trues up the two pieces that must be brought together for fusing. This formerly had to be done by a slow process of puttering around with little pieces of padding to shift the position of the glass ever so slightly here and there until it was made exactly horizontal. In the new Phelan lathe this is done by a mechanism he has devised, in a matter of moments. He also has made the "chucks" that grasp and hold the glass much lighter than in the typical machine-shop "chucks" that have hitherto been used in glassblowers' lathes. These, he explains, assume that pieces of glass are cylindrical and true, as a metal shaft might be, when neither of these things is true. Also his chucks, of which there are four, weigh but 40 pounds apiece as against 350 pounds for the older machine shop "chuck."

Some of the big glass companies have shown a great interest in the new Minnesota development and may modify their equipment to accord with it.

Phelan also earns his "salt," it would seem. A glassworker's lathe of the old-fashioned type, less useful by far, costs about \$3,500. He made his at a cost of less than \$1,000 of which only about \$125 was for materials, and the rest, labor.

Dr. Harvey on Three Programs

Dr. A. L. Harvey, associate professor of animal husbandry, University Farm, appeared on the Horse and Mule Breeders' Short Course program at the University of Missouri, Columbia, Missouri, on February 10 and 11. He discussed "How Horses Fit the Farm Business" and "Type and Quality in Farm Horses." On February 12 he attended the annual meeting of the Wisconsin Horse Breeders' Association in Madison, Wisconsin, where he discussed the "Horse and Mule Situation in the Central West." He also judged the light horse show at the "Little International" Livestock Show held at the College of Agriculture there.

Garden Leaders Make Suggestions

Garden leaders from three states laid down recommendations for both victory gardeners and those who supply them with information and materials at the close of a two-day conference held in St. Paul. New responsibilities for keeping this country supplied with food during wartime were laid on the shoulders of victory gardeners from Minnesota, North and South Dakota. The conference was sponsored by the interdepartmental committee of the U. S. Department of Agriculture and the Minnesota Agricultural Extension Service. Delegates represented civic organizations, garden clubs, industry, university and government agencies.

Garden leaders expressed their enthusiasm by urging a continuation of organized interest in gardening even after the emergency wartime activity, for reasons of better family morale and better living.

The committee on needs and goals for 1944, headed by Nora M. Hott, South Dakota home demonstration leader, endorsed the national 1944 goal of 22 million gardens, called for an increase of 10 per cent for the three-state area, but an increase of at least 35 per cent in town and city gardens. This group also suggested that gardeners can now afford to give some time to desserts in the garden menu and plant such small fruits as strawberries, raspberries, rhubarb and currants.

The committee on organization, headed by N. D. Gorman, county agent leader from Fargo, N. D., strongly urged all government agencies and civic organizations to get together on a united plan for promoting garden interest and information. The committee recommended a state steering committee, but urged that the leadership of all groups be utilized to the utmost.

"Don't plant what you won't eat" was the advice of the committee on improving farm and city gardens, headed by Harry A. Graves, extension horticulturist from Fargo. Profit by the experiences of the first year and eliminate crops that don't yield enough to justify growing in the small garden, the committee urged. Corn and potatoes were cited as crops best reserved for the wide open spaces where there is plenty of room. More fertilizer and more attention to cultivation and watering were named as the means of getting more produce from small gardens. Greater interest in fruits was also recommended by this committee.

Many families can produce nearly 100 per cent of their fruits and vegetable needs if they have access to a good-sized piece of ground, in the opinion of the committee on preservation and storage, headed by Ina B. Rowe, extension nutritionist at University Farm, St. Paul. This committee advised victory gardeners to set their food goals high, plan a budget of home-grown foods, and get reliable information on how to preserve and store foods so there would be no spoilage.

Local plans for community canning and sharing surpluses were endorsed. Miss Rowe's committee went on record as urging a statewide conference once a year to secure agreement as to what methods of preservation are safe and should be recommended. Persons who sell food preservation equipment can be of great help in the educational work if posted on approved methods, the group reported, in urging added training for sales and professional people.

Seedsmen who supply gardeners ought to have as correct and up-to-date information on the packages as possible, said a committee headed by Richard Burn, seedsmen from Mitchell, S. D. The group went on record as favoring support by seedsmen of agricultural college literature and more general agreement on suitable varieties. It was pointed out that those who sell insecticides should be better posted on their use. Members of the seed trade asked gardeners to line up their equipment early and to buy plants, rather than seeds, of crops in which there is a seed shortage. These crops include cabbage, eggplant, peppers, and tomatoes.

Miss Rose at Conference

Miss Ella J. Rose, associate professor of home economics education, spent a recent week in Chicago attending a conference called by the United States Office of Education on "Post War Problems and Plans for Home Economics." Professor Rose was a member of the planning committee for the conference.

Expert Calls for Fuller Student Exchange Between Countries

Continued from page 1, column 5

study in the colleges and universities of the United States. This far-seeing bit of statesmanship resulted in the building of Tsing Hua College which has served as a model for other Chinese institutions. It has also, by means of the Boxer Indemnity Fund, sent a steady stream of able Chinese students to our institutions of higher education who have almost always returned friends and admirers of our civilization.

The establishment of the Boxer Indemnity Fund was an official action, an action of the government of the United States. No less admirable have been the results of private, unofficial action in the same field. In 1863 a group of American citizens established Robert College at Constantinople. It provided a standard of education, of morals and of democratic civilization that has been of inestimable value to all the peoples of the Near East. It has served as a model for other American institutions that have been established throughout that area. Together they enjoy today the respect and admiration of the peoples of the Levant not shared by the institutions of other countries. The American government neither supported these institutions financially nor controlled them administratively. It is obvious from the two illustrations that I have given—government action in the case of the Boxer Indemnity Fund and private action in the case of Robert College—that it is usually the spirit which animates an activity that will determine its success or failure. "It is the spirit that giveth life."

What Lessons Have Been Learned?

If loyalty to our traditions suggests cooperation in the physical and cultural reconstruction of the overrun countries, what lessons has our past experience for us in order to secure success in the work of cooperation? It is a remarkable fact in human experience generally and in our own especially that the people who have studied in large numbers in the universities of another country return home almost invariably friends and admirers of that country. The Romans who went to Athens to study in its great schools returned home Hellenized. The hundreds of Americans who studied in German universities during the latter half of the nineteenth century were filled with respect and admiration for German thought and research. They returned to introduce here the seminar and German research methods and to remodel our universities upon the German pattern. Similarly it would be difficult to find many Rhodes scholars who have not an abiding affection for Oxford. And one need not labor the thesis of the admiration of the average returned Chinese student for American civilization.

But did the peoples of the countries in which these students studied maintain a similar high regard for the students' native lands? They did not. The Athenians regarded the Romans as a virile people but without culture. Germans and British regarded American education and culture with considerable disdain down almost to the first World War. And even today the average American looks down upon the Chinese as the product of an inferior civilization. Why has this been true? Because German and British students did not think it worth while to study in American universities before the first World War. Why study in a place of inferior value? Obviously one lesson to be drawn from experience is that if international understanding and mutual respect is to result from the exchange of students it must not be patterned upon a one-way street. This country must make bilateral agreements with other countries for genuine cooperation in which each party to the agreement will share in the financial and administrative support of the exchange. Evidently in the early years of the postwar period it will be necessary for the United States to bear a larger share of the expense in the case of an agreement with a badly stricken country like Greece. But that will be only until such a country has recovered from its devastation.

We Took up the Cause Late

The United States is the last of the Great Powers to give official support to a program of international education. All the others had done so for many years. Our government entered into the field only as a matter of necessity. When Hitler came into power in 1933 the Nazis at once began a vigorous campaign to spread their

A. C. Krey Named History Chairman; Halvorson Upped

Appointment of August C. Krey, professor of history, to be chairman of the department, succeeding the late Dr. Lester B. Shippee, was approved today by the board of regents, following recommendation by Dean T. E. McConnell and President Walter C. Coffey. A student of medieval history, Dr. Krey is widely known for his scholarly writings.

The regents also named Dr. Halvor O. Halvorson, professor of bacteriology, to directorship of the Hormel Institute of Research, as of Feb. 7. He has been acting director.

Dr. Haven M. Emerson, for many years prior to his retirement one of the outstanding members of the faculty of Columbia Medical School, was appointed for the spring quarter as professorial lecturer in preventive medicine and public health. In recent years Dr. Emerson has devoted several quarters to teaching at Minnesota.

Andrew Boss, famous veteran member of the faculty of agriculture, was called out of retirement to be acting associate director of the Agricultural Experiment Station. He will substitute for Dr. Forrest R. Immer, who is now with the 8th air force in England as an operations analyst. Dr. Immer is a widely known statistician. His arrival in England was recently announced.

doctrines in the Latin American countries. With the passage of time their propaganda became more and more anti-democratic and anti-American. The British had become alarmed almost immediately and in 1934 established the British Council, a dependency of the Foreign Office, to spread a knowledge of British civilization at first in Latin America and later throughout the world. Our government did not thoroughly wake up to the danger to us until 1938 when the Division of Cultural Relations was founded. But its sole function until 1940 was to act as an integrating agency among the private organizations and institutions of our country engaged in international educational activities. No money was provided by the government to carry on educational activities of an official nature in foreign lands until the Office of the Coordinator of Inter-American Affairs was established in 1940 as an aid in spreading a knowledge and an appreciation of the Good Neighbor policy in Latin America. It is the hope of our government to expand the Good Neighbor policy after the war to include other nations besides the Latin American.

Effort Should Come from Existing Sources

Another lesson from American experience ought to be applied in the postwar period. The American method of bringing about a reform of conditions or of creating a new and better way of carrying on an activity is for several interested persons to form an organization which will carry out the reform or change in method. For example, our people woke up to the fact that children were neglected, abandoned and often maltreated. Humane citizens organized a society to investigate conditions and to work in the field as a preventive agency. Only after a reform or change has demonstrated its practicality and value does government take it over. In this particular case, to establish the Federal Children's Bureau. In other words, the reform usually starts from below and ends in being controlled from above. Outside Britain, this is not the European method. In Europe it is expected that reform and change in method will come from above, from the government. Usually, therefore, it is delayed, sometimes becomes a matter of bureaucratic inefficiency and often of political favoritism.

Fortunately, since the first World War international educational relations as far as the United States is concerned followed the usual American pattern. They took the form at first almost exclusively of student exchange. Our colleges and universities voluntarily provided scholarships for foreign students and private organizations voluntarily administered the exchange. Our government may now enter into agreements with foreign devastated countries whose educational institutions have been damaged or destroyed to enable their students to come here for

purposes of study partly at our government's expense. It is sincerely to be hoped that instead of the government setting up its own machinery at great expense and duplicating the machinery of private organizations that have demonstrated their efficiency, it will make use of the latter for the purpose of administration, retaining, of course, the right of proper supervision. In this way the danger of using international cultural relations for the purpose of implementing the political and economic policies of the government will be greatly reduced. In all probability we shall be accused of carrying on propaganda anyhow, but not to the same extent as if the activity is conducted by organizations that are known to be free of any taint of propaganda.

What About the Enemy Countries?

So far my attention has been given to our postwar educational relationship with the United Nations. Are the educational relationships with the enemy countries to be carried on in the same way? The United Nations have agreed that the terms of peace are dependent upon the previous "unconditional surrender" of the enemy nations. Their countries will be occupied by troops of the United Nations. The administration of government will be at first wholly in the hands of officials of the United Nations. The United Nations are committed to a drastic purge of Nazis, Fascists and warmongers in Germany, Italy, and Japan, respectively. This must be true particularly in the field of education. Where a teacher anywhere in the educational system from the elementary school to the university has shown himself wholeheartedly in favor of the proscribed regime, he must be ousted without hesitation. The query at once arises, "who will replace them?" The prisons and concentration camps have been filled among others with teachers and professors. Some have died, others have been ruined in health, but some remain ready for service. Moreover, many teachers and professors who retained their places never gave more than lip service to the regime. The German people, for example, know fully well who were the outstanding advocates of the Nazi regime in the field of education who can now be relied upon sincerely to reject all commerce with it and teach a different philosophy of education.

The important thing for us to remember is that no system of education and culture imposed by a victorious nation upon a defeated nation has ever endured. The mere attempt will arouse a resentment that bodes ill for success in any desire to bring about a change of mind. The avenues to information that have been closed in Germany for a decade must be thrown open. The newspapers and magazines particularly of neutral nations that have been forbidden entrance during Germany's period of darkness must be circulated. Every opportunity must be afforded to enable a fair-minded Germany to arrive at the truth. Side by side with the educational administrators whom the German people have indicated have their confidence should be found experts in educational organization and administration drawn from the United Nations to give sympathetic advice and assistance. But it should be advice and assistance not commands. The foreigners should not be in the public eye. It should be evident to the German people that it is their own who control and are responsible.

As soon as stable conditions have been secured I would have Germany and Italy restored to their former status as members of the fraternity of nations that are assumed to be anxious to profit by cooperation in the various forms of cultural understanding. I would have them study on scholarships in our colleges and universities as do students from other foreign countries. My experience justifies the belief that they would not fail to absorb some views of life very different from those taught them during the Nazi period and that they would return home willing to give vent to their new views. Admittedly this whole program of re-education in Germany will be a slow process. It will take time but I believe it is the only way that will end in success.

America inherited the culture that had been developed with great sacrifice in the European countries during two milleniums. It is the youngest in time and, Americans like to think, the greatest physically and spiritually of all the

MINNESOTA CHATS

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University of Minnesota, Minneapolis—14

Every Chance for the Veterans

NEVER in the years that "Minnesota Chats" has been published has it felt that there was a problem of the compelling, almost terrible, urgency of that presented by the coming educational needs of the post-war veteran.

"Minnesota Chats" does not feel that it has any new ideas on this subject, but does feel that it is in duty bound to pick out for emphasis certain phases of the matter.

It "views with alarm" for one thing, the widespread tendency of pressure groups to say that America must do this for the veteran or that for the veteran "or else." Many of the things thus proposed will be done, or attempted, but humanity is not perfect, so many of them will not be done, and the vague "or else" suggests something dark, chaotic and violent. Away with the idea of making a point by scaring the people as if they were rebellious children.

At the same time, there is simply no blinking the fact that something like 10 to 12 million persons some day will be demobilized gradually from military services alone, and that this country can have no graver nor more important task than that of re-orienting them into the life of peacetime.

For millions this will be the task of education.

Millions of these men and women will want technical and vocational education below the college level.

Very considerable numbers will go back to secondary schools unless so many years have passed that an incongruity of age makes them unwilling to.

Millions will feel an urge to enter college, or to return to college to complete a course they had started when the bugles called, or, if they had finished an undergraduate course when they went to war, will want to enter a professional school.

These opportunities MUST be provided for them.

It will not be a matter of counting pennies or passing politically smooth tax bills. These men, and the women too, will BE the Americans of the future. What is made of them is what we shall make of the future of our country. They will have offered their everything to the gods of war, and certainly no payment as utterly reasonable and constructive as the chance for an education can be denied those who ask it.

When they come back will be no time for petty thinking on matters of education and of educational support. Then it will be that we must prepare them to build and to be the world they have saved. The funds this state and other states must provide will not be funds "for the university"; far from it. They will be the price of the future of our Land, a Land, incidentally, that will then have greater influence in other lands also than ever before.

Yes, we must gladly pay the price of the future.

strong nations of today. It has suffered least in this war of all those nations. It has not been invaded by foreign armies, it has sustained fewer casualties in the fighting, its cities have not been bombed from the air, its fields have not been devastated by foreign troops, its people have not been decimated by starvation and exposure. Americans will want to show their gratitude for their great European heritage and their strong humanitarianism by giving freely of their physical and spiritual resources to help establish a stable and peaceful postwar world.

McCormick Enjoys Life in U. S. Army

Frank McCormick, University of Minnesota athletic director on leave, is "going great guns" at a troop trainer command somewhere in England, according to an Army news release. Frank holds the rank of lieutenant colonel. He saw service in the last war as a captain and took part in several important engagements, later serving as athletic director for troops during the period between the armistice and their shipment home.

L. F. Keller, who is acting director in McCormick's absence, has been at the university nearly twenty years and has served, in other capacities, as head of the teaching program in physical education and as baseball coach. Keller, who holds a doctor's degree from New York University, is a graduate of Oberlin. McCormick, a South Dakota graduate, was a star football player in college. He has also been a United States district attorney in South Dakota.

Army life agrees with Frank, who looked better than he ever had before when he last revisited the campus.

Nostalgic Song For St. Pat's Day

Did ye see
My little Jimmy mairchin'
With the soldiers
Up the avenoo?
There was Jimmy
Just as stiff as starch
Just like his daddy
On the 17th of Mairch—

* * *
Was ye there
And tell me did ye notice
They was all out of step
But him?

Army Nurses In Olive Drab

Olive drab uniforms for Army Nurses, Physical Therapy Aides and Medical Department Dieticians have been authorized for wear within the continental United States as well as in overseas theaters, the War Department announced today.

Two complete olive drab uniforms will be issued by the Quartermaster Corps to every Army Nurse not yet equipped, as soon as a suitable distribution system can be set up in each of the nine Service Commands.

Until they receive the new uniforms, nurses who have not yet acquired them will continue to wear the two-tone blue uniforms. Issuance of the new olive drab uniforms to Army nurses overseas was begun last Spring. With the issuance of the new uniforms in the continental United States, all Army nurses will have the same attire.

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Regents Raise Tuition Rates For Out-Staters

Action Brings Scale Into Line With Policies of Most Institutions

Students who come to the University of Minnesota from outside the state will be charged higher fees beginning with the next fiscal year, July 1. On recommendation of the administrative officers the board of regents yesterday voted a new "non-resident" tuition rate with annual increases ranging up to \$30. Only the Medical School tuition, now the highest in the university, was left unchanged for non-residents at \$450.

Annual tuition, excluding special fees, was raised from \$150 to \$168 from the Arts college, Agriculture, Forestry and Home Economics, Education, the Graduate school, and School of Business Administration. Engineering tuition was raised from \$150 to \$180, Law from \$207 to \$213, Pharmacy from \$162 to \$180, Library instruction from \$162 to \$168, and Dentistry from \$300 to \$324.

Vice-President Malcolm M. Wiley pointed out that the percentage of students in the University of Minnesota who come from other states and the percentage of Minnesota college students who attend colleges in other states are approximately the same. About 15 per cent of the students in the university are from outside the state and of students resident in Minnesota who go to college 15 per cent attend institutions outside Minnesota.

The Board of Regents also was advised April 14 that more than \$8,000 has been raised toward a memorial for the late William W. Hodson, Minnesota alumnus and social worker in New York who lost his life in 1943 in a Guinea plane crash. It was recommended to the board that income be used to bring to the campus outstanding speakers in the field of social service to lecture. Funds might also be used to publish such lectures. Prof. William Anderson was chairman of the reporting committee.

The board also adopted a recommendation for use of a fund of \$4,550 given as common stock by Charles E. Merrill. Income of the fund will be used to help rehabilitate maimed or wounded veterans and as scholarship aid to descendants of maimed or wounded veterans of the present war.

Two grants to the university by Central Fibre corporation for researches on flax were reported. One study will be made on elimination of weeds from flax plantings. Weeds injure the utility of the harvested fibres. Work will be done by the division of agronomy and plant genetics at University Farm. The other agreement renews support of a flax breeding nursery at University Farm in which new strains are being developed. Eleven new crosses were made in this experiment last year. One of the resulting rust-resistant varieties, Crystal, has been placed on the recommended list for Minnesota farmers, Dean Clyde H. Bailey reported through President Coffey.

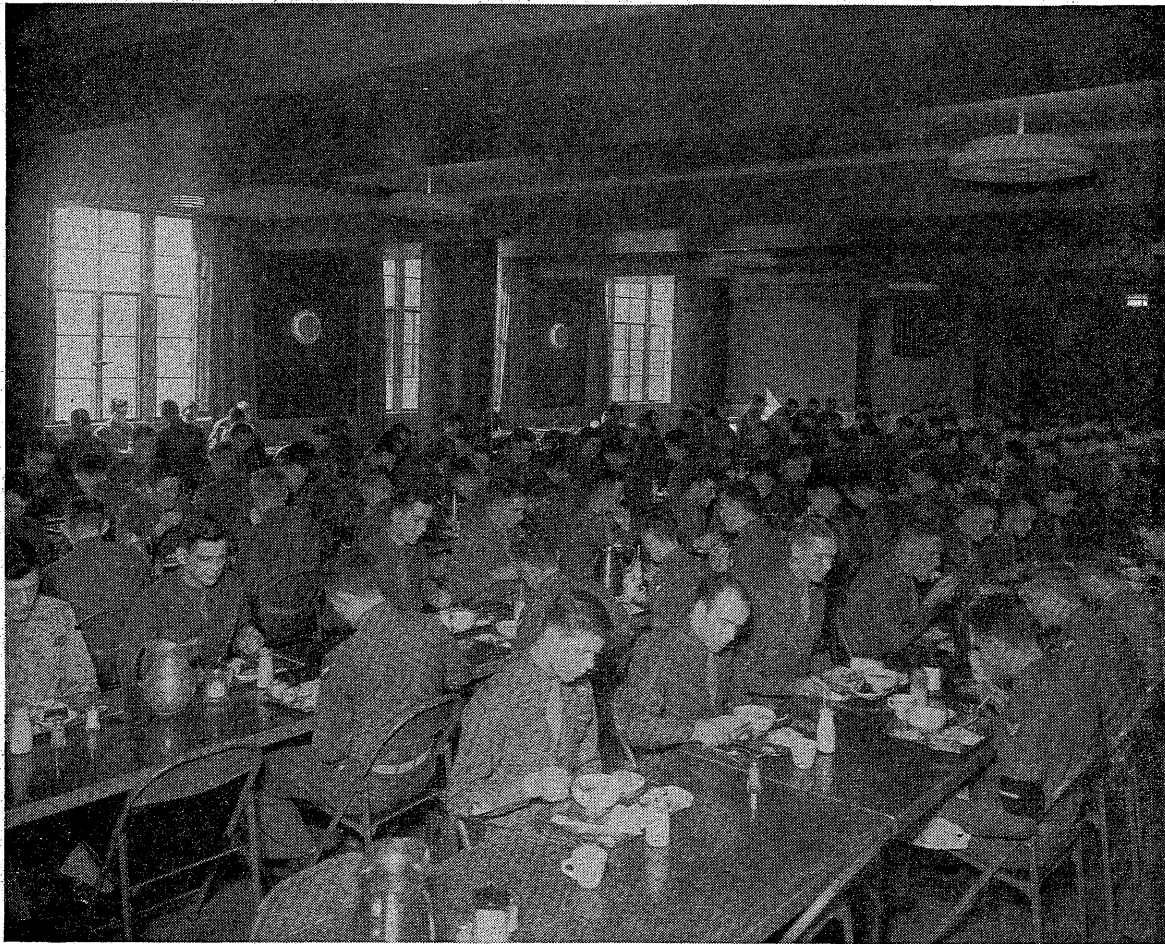
Historical Novel Wins Acclaim

"The Seas Stand Watch," an historical novel of American life on the western seaboard in the days between 1780 and the war of 1812-14, written by Helen Parker Mudgett, history teacher in the General Extension Division, has recently been published by Alfred A. Knopf.

It tells of a family named Noyes, made up of Sir Royal and Lady Caroline, with their son, John, and follows this group through the Napoleonic wars, the early days of the China trade, and other thrilling facets of the life of that day.

Of the book a reviewer in the New York Herald-Tribune said: "Helen Parker Mudgett is a working historian with the fruits of long years of research as the harvest of an able mind."

Coffman Union Eating Place for Air Corpsmen



Although the men of the U. S. Army Air Forces on campus are diminishing rapidly in number, those that are left still make up a considerable mess in former student quarters.

Result of Life Study of Wheat Set Forth in Dean Bailey's Book

Famed Gopher Scholar Integrates Knowledge from All Investigations

As war brings back into the food spotlight one of the most complete and most perfectly packaged of nature's products, wheat, a University of Minnesota professor has culminated a life-long investigation of this grain by the publication of a new book which is destined to become a standard reference volume for worldwide food research and a handbook for the milling and baking industries. Just off the presses of the Reinhold Publishing Corporation, New York City, is "The Constituents of Wheat and Wheat Products," by Clyde H. Bailey, dean and director of the Department of Agriculture of the University of Minnesota.

The new volume has been issued in the Monograph Series of the American Chemical Society, the second by Dr. Bailey to be included in this series. The first, "The Chemistry of Wheat Flour," was published in 1925.

Dr. Bailey's latest book concerns itself primarily with the descriptive chemistry of the wheat kernel, unfolding to the student the complete story of research and discovery and setting forth the knowledge accumulated up to the present. Although he is himself a cereal chemist whose work has earned for him recognition as the world's foremost authority on the chemistry of wheat flour, Dr. Bailey does not confine his book to the research findings of himself and his students. Rather, he has tracked down all known reports of investigations into the contents of the wheat kernel and integrated them into the first complete compendium of facts on this subject.

His own experience in the field provided an unequalled background for scrutinizing more than a thousand articles that had significant bearing on the subject and for welding the information gleaned from these into a coherent presentation of all scientific data available. Prior to 1938 Bailey traveled widely on scientific missions and visited all the laboratories at home and abroad in which important wheat researches were being carried out.

As Bailey tells the story of what has been discovered in the wheat kernel, there unfolds a whole

world to challenge the chemist and the nutritionist. The kernel is an amazingly complex package containing not only the wheat gluten which is a protein substance absolutely distinctive in the plant and animal worlds, but also starch, sugars, minerals, cellulose, pigments, and a dozen or more other substances, to say nothing of the Vitamins B and Vitamin E which are present in significant amounts.

Besides inviting further research to determine nutritional values contained in the wheat kernel, Bailey's analysis touches on many factors that relate to the palatability of wheat products after they are put through various milling and baking processes.

The new volume will be of special interest in the laboratories of the milling and baking industries where there is an ever continuing search for better methods of separating the constituents of wheat flour and adding and subtracting to find new combinations that make possible pleasing variations in foods made largely from wheat. Here again Dr. Bailey is in the unique position of having worked closely over a period of years with millers and bakers in setting up laboratories and pointing their research toward improved wheat foods. In 1941 Dr. Bailey served as chairman of a committee of eminent technologists which was chosen to advise the national federation of millers in regard to the enrichment of flour.

Continued on page 2, column 3

Two in Dentistry Receive Honors

Dr. W. F. Lasby, dean of the School of Dentistry, has been awarded an honorary life membership in the Dental Society of the Central American republic, Costa Rica. The move is in line with the growing friendship among Pan-American dentists and dental educators. Most of the foreign students now in American dental schools are from Latin America.

Dr. Wallace D. Armstrong, who directs the school's strong program in dental research, has been elected president of the International Association of Dental Research, his term to begin in 1945. He will succeed of Washington, president for 1944.

Campus-wide Group Named To Help Veterans

E. G. Williamson, dean of students at the University of Minnesota, has been named chairman of a general committee on the coordination of advisory services for war veterans, President W. C. Coffey announced. Return of veterans to the campus has begun and will plainly constitute one of the university's most important problems over a series of years to come.

With Dr. Williamson on the committee are the acting-director of admissions and records, True E. Pettengill, the director of the Student Counseling Bureau, Dr. Gordon V. Anderson, and a special veterans adviser from each college, named by his dean. These are the following: Institute of Technology, Prof. George C. Priester; School of Mines and Metallurgy, Prof. L. S. Heilig; General College, Miss Signe Holmstrom; College of Education, Assistant Dean Marcia Edwards; Science, Literature and the Arts, Prof. Donald G. Paterson; Business Administration, Prof. Richard L. Kozelka; Pharmacy, Prof. Charles V. Netz; Law, Prof. Maynard E. Pirsig; Extension Division, Watson Dickerman; Dentistry, Dean W. F. Lasby; Department of Agriculture, Prof. J. O. Christianson; College of Agriculture, Forestry and Home Economics, Leigh Harden; Medical School, Dr. C. D. Creevy; Library, Miss Blanche Moen; University College, Prof. J. W. Buchta; Graduate School, Prof. William T. Heron; School of Chemistry, Dr. M. Cannon Sneed.

Mr. William Randel was named executive secretary of the committee.

Minnesotans Edit Review

F. Stuart Chapin, chairman of the department of sociology and director of graduate social work, has been elected editor of the American Sociological Review. George B. Vold, professor of sociology, was named co-editor. This publication is the official journal of the American Sociological society. The two new editors will take office beginning with the August, 1944, issue.

'U' Study Shows Curve of Growth To Rise Swiftly

Predictions Indicate Attendance Will Reach 24,000 by 1950-'51

WAR - TIME LOW HERE

More Individuals But Same Percentage Expected from High Schools

Assuming the certainty that greatly increased numbers of students will attend colleges and universities after the war, as was true everywhere in 1919, University of Minnesota officials have made careful estimates of probable attendance that show the previous peak in 1939-'40 will be far surpassed within a few years.

The main prediction is that by the fall of 1950, University of Minnesota attendance will be 21,500, as against 15,500 in the fall of 1939. For the entire year, 1950-'51, more than 24,000 are expected to attend. The prediction is not based upon fancy, but upon the known fact that since 1926 attendance has been gaining at the rate of about 400 students a year.

If the war ends in 1944-'45 an enrollment of 17,500 is expected in 1945-'46; if it ends in 1945-'46, there will be 18,000 in 1946-'47. In these examples, enrollment in the second year after war's end would be 20,000 and 20,500 respectively, the studies show.

Present expectations are that if the war ends within a reasonable time in the future the peak of immediate post-war enrollment will have been reached by 1950-'51 but that the figures then reached can not be expected to decline but will continue to mount yearly at the existing rate of growth.

Minnesota high schools, say these reports, now graduate about 30,000 each year and this number could rise to 40,000. However, while the number who go from high schools to the university will increase, the percentage so doing will remain about constant. At present about one and one-half times as many high school graduates go to junior colleges, teachers colleges and private colleges as enter the university from Minnesota schools.

Population trends, however, are downward at present, and it may be that fewer will be reaching college age during the next ten years.

If more go to high school, it is indicated that fundamental changes in high school programs will be made in the direction of more training in skills and techniques as compared to the sciences and the professions.

"If the relatively high registration in the university's liberal arts college is maintained," says this report by the committee on education, "the situation would seem to call for careful re-appraisal of the functions of the college. Perhaps special attention should be focused on (a) general education for citizenship; (b) training in the social sciences, and (c) in the avocational and cultural values of the humanities."

Whatever the outcome is to be, there is universal agreement that a greatly increased college and university enrollment is certain to occur in the post-war years and that preparations for it must now be begun.

University of Minnesota enrollment holds at around 9,000 students, including army and navy trainees, the report of the acting director of admissions, T. E. Pettengill, reveals. The decline in civilian students has been heavy in some colleges, such as engineering, where vocational deferment policies have been abandoned by Selective Service. However, in the largest college, Science, Literature and the Arts, drop in the student body from April 1943 has been only about eight per cent. The School of Nursing, with many students studying at federal expense, is the largest it has ever been and there are gains in medical technology classes and the like.

Dentistry and Medicine maintain

Continued on page 2, column 4

Asks Colleges To Re-Appraise Their Objectives

M. M. Willey Says Education Must Not Miss Chance Situation Presents

American colleges and universities missed their opportunity to re-appraise their purposes and effectiveness when they were in crisis at the time of the depression, ten years ago, and must not fail to make a successful re-examination of their objectives during the war crisis, Malcolm M. Willey, academic vice-president of the University of Minnesota, said recently in Chicago. He spoke in a symposium on post-war educational planning conducted by the commission on postwar higher education of the North Central Association of Schools and Colleges.

Education of whom and for what must be the basic questions as higher education reorients itself, Dr. Willey declared.

Colleges and universities will continue to merit the faith which has been placed in them, and which is the basis of their support, if they demonstrate success in three things, he said. These are, proving ability to achieve a common understanding of what they are trying to achieve; second, ability to achieve an understanding of the individuals with whom they are working, and, third, willingness to adapt higher education not only to demonstrable individual needs but also to the collective needs of the society which provides for higher education and to which the student eventually returns. In public institutions this involves all relationships with high schools, he said.

Discussion of credits, courses, counseling, admissions and the like in postwar education will be futile unless objectives are clearly defined, Dr. Willey said.

Quoting figures to show that large percentages of those who enter colleges and universities drop out without receiving a degree, he said that "for an embarrassingly large proportion of our students we are failing to meet their individual needs. That leads directly to the fundamental question, 'What kinds of education do the majority of today's high school graduates need?'"

"At the University of Minnesota the search for an answer has developed into interesting and significant discussions and proposals with respect to general education, vocational or semi-technical education in relation to general education, and to programs of integrated statewide education. This is as it should be, for obviously any planning for postwar education that goes no further than bringing back to the campuses large numbers of students who fail in large numbers after they return can only result in futility both for the student and the institution."

Dr. Willey pointed out that in Minnesota only one out of two students who graduated from high school in the upper ten per cent of the class went to any colleges and only one in three of those in the upper 30 per cent of high school graduates went to a college or university.

To discover why these ablest students do not continue their education is one of the most important things higher education could do, he said.

Navy Chief Calls 'U' Swim Course Best in Country

More than 2,400 United States Navy enlisted men and additional hundreds of NROTC and V-12 sailors have taken swimming training in University of Minnesota pools in a program which Chief Specialist Harold J. Boyer says is the best in the United States. Boyer conducts the courses for the machinists and electricians mates.

"Both the splendid facilities for swimming in Cooke Hall and the general tempo and swing of the program make the Minnesota training outstanding," he said.

He finds that about 23 per cent of the "ratings" can not swim when they enter the course. All learn before they leave it, that being a Navy requirement. Among the NROTC and V-12 contingents, most of them college men, the percentage of non-swimmers is considerably lower, possibly nine or ten per cent.

Objectives of the course are three, said Boyer—first, of course, to learn to swim if the man cannot; second, to learn to swim well

"Vegetables, Yes" Let's Grow Some For Fun and Food

Featuring a "rug-sized garden," nine by twelve feet, based on a successful enterprise of last summer by Prof. A. E. Hutchins of University Farm, the booklet, "Let's All Grow Vegetables" has recently been issued by the University of Minnesota Press as its contribution to the effort to increase the number of victory gardeners in 1944. Grace Keen and Prof. Hutchins are its joint authors.

"Let's All Grow Vegetables" should be a real encouragement to those who have small tracts of land available but are beset by doubts "whether it's worth while" to make so small an effort. It is worth while; this has been shown both by very wide experiences of many and by this little book. It is also shown by the recent release of millions of cases of canned vegetables and by the reduction in point values for such items as canned string beans, canned peas, tomatoes and the like.

The real approach to gardening, unless one is a professional, is that it is a true pleasure, one of the simplest and most wholesome of recreations; but if one enjoys also counting the number of servings of spinach and pounds of green beans he or she can raise where the marigolds used to flaunt before, well and good. It is certainly true that some vegetables that have little flavor in the tin are truly toothsome when fresh-picked from the kitchen garden plot. String beans, for example, are just stuff from a can, but plucked fresh from the bushes and served in milk can be almost ambrosia.

No need to labor the point. Gardening is all to the good and "Let's All Grow Vegetables" will certainly be a help to the beginner.

Regents Praise Mrs. Verna Scott For Fine Service

A tribute to Mrs. Carlyle M. Scott, originator and for 25 years manager of the University of Minnesota Artists Course, was expressed at the intermission of the Richard Crooks concert in Northrop Memorial Auditorium recently.

Pointing out that the concert was the last over which Mrs. Scott would have charge, because she will retire at the end of the college year, President Walter C. Coffey presented a bouquet to her and read the following resolution which had formally been adopted by the Board of Regents of the university:

"In recognition of her achievement in bringing to the students of this university and to the people of the state of which it is a part the best that the world of music can offer, the regents of the University of Minnesota by formal action express their gratitude and appreciation to Verna Golden Scott. The University Artists Course was her creation, and her guidance and management through the years have made it a cultural force that extends far beyond the campus. There is no higher achievement than to influence for better the lives of one's fellow citizens. Through music Mrs. Scott has exerted such an influence, and the most meaningful tribute to her accomplishment is found not in words but in the spirit of song that fills the hearts of thousands upon thousands of men and women to whom her efforts have brought deep and abiding satisfaction."

Dr. Coffey then presented the resolution, engrossed on a large parchment, to Mrs. Scott.

enough so that the sailor could be of help to a companion in the water; and last, special military swimming, such as swimming under water to escape surface flames, the use of nets for going overside and the like.

Men are also taught to float if they can possibly learn. One main objective of swimming in the Navy is to stay afloat, if one is plunged into the sea, until help arrives. Only seldom can a man swim ashore, but if he can remain afloat his chances of ultimate rescue are considerable in this day of radio and airplane, together with high-speed surface craft. Floating on the back is also important as a means of avoiding injury from underwater explosion. If the full force of such a jar is taken by the abdomen of a swimmer, he may be killed. If he is on his back his resistance is much greater.

Advanced in Business Offices



Edwin C. Jackson



Clifford Plank

Bailey Writes Wheat Studies

Continued from page 1, column 3

Dr. Bailey was born within a stone's throw of Minneapolis' famous flour mills and has devoted a large measure of his efforts and skills to improving wheat and the processes of milling it and utilizing its products. After graduating from the School of Agriculture, University Farm, in 1905, he took his bachelor's degree at North Dakota State College, his Master's at Minnesota, and his Doctor's at the University of Maryland. He was active in setting up research laboratories for several large commercial concerns and was the first director of the Minnesota State Experimental Flour Mill. He became associate director of the Minnesota Agricultural Experiment Station in 1938, having been connected with the division of agricultural biochemistry since 1911 when he joined the staff to head the newly created cereal technology laboratory. In 1942 he became dean and director of the University Department of Agriculture, succeeding Walter C. Coffey who went to the presidency of the institution.

Dr. Bailey has been accorded many honors by the scientific world for his achievements in cereal chemistry and related fields. In 1932 he was awarded the Thomas Burr Osborne medal of the American Association of Cereal Chemists. He had been active in building this society and was the first editor of its scientific journal, Cereal Chemistry.

Adviser to Graduate Students

As a teacher, Bailey has served as adviser to many students who now hold important positions in the cereal chemical field the world over. He is the author of a great many bulletins and papers published in scientific journals. These papers range in content over the entire field of cereal chemistry, including fundamental studies in grain storage, grain grading, milling, the storage of milled products, the evaluation of quality of flours, the process of dough fermentation, the effect of individual constituents in the dough batch, physico-chemical factors in flour and bread manufacture, the baking test including both the test loaf and its commercial applications, the storage of baked products, rancidity of fats and oils used in baked products, methods of analysis of cereals and cereal products, and many others.

Louis Sando Dead

Louis Sando, 71, acting secretary of the Minnesota State Horticultural Society and for 29 years a member of the staff at University Farm, died March 9, in Red Wing. He had given a talk before the Goodhue county Horticultural society on Wednesday evening in Red Wing. Sando began work at University Farm on October 1, 1912, where he served as gardener and as a teacher in the School of Agriculture until his retirement on June 30, 1941. The Minnesota State Horticultural society awarded him a bronze medal in January, 1941, for long and notable service in promoting the art, science and industry of floriculture in Minnesota. He had previously been elected honorary life member of the society. For several years Sando was president of the State Florists' association and was in charge of the florist show at the State Fair over a period of many years.

Recent changes in the university's Business Offices have led to the promotion of Edwin C. Jackson from field auditor to chief accountant and of Clinton Johnson, formerly cost accountant in food services to be field auditor. Clifford Plank, formerly senior accountant under P. P. Phillips, became assistant chief accountant.

All three are graduates of the School of Business Administration, Mr. Jackson having formerly attended Winona State Teachers College and Mr. Plank, Hamline.

As chief accountant Mr. Jackson is responsible for all accounting records of the university, for ordinary and special financial reports, payrolls, budget control, the tabulating department and records incidental to the war training programs. The statistical preparation of budgets, legislative requests and the like is also done in his department.

The field auditor has charge of all accounts carried outside the central business office and at all outlying stations.

Mr. Johnson is on leave for service in the armed forces. A native of Princeton, Minn., he is a former Minnesota baseball player.

'U' Must Expand Student Housing

About half of the students in the University of Minnesota live within driving or commuting distance of the campus and so dwell at home, while the other half dwell in a variety of rented rooms. A study of living accommodations has recently been made under the supervision of Dr. Edmund G. Williamson, dean of students.

This study shows that 14.7 per cent live in dormitories; 6.1 per cent live in fraternity or sorority houses; 22.4 per cent live in private rooming houses and 3.7 per cent live either in apartments, or with relatives, or in the homes of employers.

Because of the large numbers who live in private rooming houses, says the report, and because these houses are steadily growing older, some additional provision will have to be made for the influx of additional students expected after the war. To this end, students will either have to be urged to live in dwellings at greater distance from the campus or else the university must construct additional dormitories and urge fraternities and sororities to expand their facilities. Because of the supervision that is possible in dormitories, and because these would surely be convenient to the campus, that course will probably become necessary in the immediate postwar years.

Curve of Growth To Rise Swiftly

Continued from page 1, column 5

their size because of army and navy contingents. These will be continued for both services despite the withdrawal of several units of the Army Specialized Training Program. Foreign area and language courses in the Scandinavian and Japanese fields will be continued for another three months. ASTP engineers were withdrawn as of April 1.

The Navy's V-12 training program on the campus has been undisturbed. It maintains students in engineering, dentistry, medicine and in the Naval ROTC. There are also many men in training to become naval electrician's mates.

Dean Peik States Postwar Changes In Education

Once this war is over, higher and secondary education will change in many and sundry ways, said Dean Wesley E. Peik in a recent paper published in the Technologist, student organ of the Institute of Technology. More young men and women will go to school, and they will attend school longer. More and better education will be desired by those who have noted the advantages and priorities which education, specialization, and competency have given men for promotion in the military services.

In addition there will be the returning soldier and the war worker to re-educate for the occupations of peace. One tenth of them have indicated a desire to continue education after demobilization.

There will be widespread increases in the number and size of junior colleges, with terminal vocational outlets for those who cannot go on. Extension services will prosper; so will all technical colleges. More than by any other modern war, the widespread American passion for more, for higher, and for a more functional general education will be stepped up by this war.

We shall have to plan to continue education through the fourteenth year of school for all those who are normal and yet are not able to take secondary and higher education according to the standards necessary for the learned professions and the highly technical occupations.

International collaboration, defense, unemployment, social security, health, conservation of resources, labor, and management are examples of a few of the social problems whose roots lie within technology and science, and which will become a necessary part of general education.

It is therefore essential that we examine the problem of what changes and adjustments are needed in secondary and junior-college education to give proper emphasis to technical content (1) in the pre-professional preparation of those who will enter the technical professions which require full curricula at the collegiate level and very high standards; (2) of those who should have sub-professional specialization for technological jobs either in the high school or in the junior college; (3) of all who want general education and can go on to senior college for more education; and (4) of those not so able with whom high-school or junior-college education has to be terminal general education... Experimentation is in order. The adjustment will involve compromises.

More Machinery To Go to Farms

While this year's farm needs for machinery will not be fully met, American farmers will be able to purchase about twice as much new machinery in 1944 as they could in 1943. Manufacturers this year are having less difficulty in obtaining authorized materials, and expect that all machines allotted to them for the year which ends June 30 will be completed by that time.

The present slight lag in the rate at which the machines are being produced is due entirely to the shortage of a few but important items such as bearings, radiators, malleable castings, forgings and rubber tires, according to A. J. Schwantes, chief of agricultural engineering at University Farm. Airplanes, landing craft and military trucks are the principal competitors with agricultural machinery for bearings, radiators and other critical parts. Every effort is being made by the War Production Board and farm machinery manufacturers to complete production on schedule. However, manufacturers are effecting partial assemblies of many machines so that very little time will be required to complete the assembly when the critical part becomes available. In most cases such assemblies can be completed up to 90 or 95 per cent before hand.

Among critical items needed for tractor production are rubber tires and malleable castings. Farm machines rank third in order of preference for rubber tires, airplanes and trucks being given first and second preference. Tires made available for farm machines are allocated to manufacturers on the basis of the need for them.

Services of Library to Research Outlined by Dr. E. W. McDiarmid

How the Materials Needed by the Scholar Are Made Available Described

"The services of a university library to research" was the topic of an address in which Dr. E. W. McDiarmid, University librarian, described the procedures whereby the librarian helps the research scholar. Although drawing his materials from the University of Minnesota, he described in his paper techniques and procedures applicable wherever research libraries are maintained.

Dr. McDiarmid said: Although there may be some question as to what is the most important objective of a university library, there is no question but that the chief factor distinguishing the university from the college library is service to research. All of the great university libraries (among which the University of Minnesota library under Frank K. Walter unquestionably belongs) are noted not for their service to undergraduates, but for their contribution to the furtherance of research.

Research has been variously defined, both seriously and by wags. Be that as it may, the librarian, beset by requests for minutes of early American Baptist associations, an expensive file of Japanese art magazines, current issues of German scientific periodicals, or periodicals critical of Hitler youth organizations, finds himself on the horns of a dilemma. To take care adequately of all present and future needs, he must either have the wisdom of Solomon in order to select rightly, or have access to unlimited funds with which to buy everything. No librarian has ever been known to admit that there was no need for further funds. Nor has any librarian claimed to possess the prophetic powers of the Delphic oracle. The result is that the research librarian constructs a counter-dilemma; he either makes the most astute guesses possible, or attempts to serve as a magnet to attract materials of all kinds and from all sources. Many great research libraries owe their success to the latter procedure.

This brings me to my first point, that the first service of the university library to research is the acquisition of materials for research. And in the research library the work of acquiring books is in itself a service to the scholar and not merely a purchasing routine. Let me illustrate. The University of Minnesota library acquires material in three ways—by purchase, gift and exchange. Each time an item is acquired, it has implications that are far-reaching. If we add this item will it mean the purchase of other expensive items that we do not now have? Even the receipt of a gift or an item from exchange with other libraries must be carefully considered in relation to other things which the library will then need. For a library that has the problem of stretching the library dollar to cover all legitimate research needs must be wary of entering fields or buying items which to be of use to the scholar must have other expensive items added. In other words we must not promise the scholar (by acquiring a particular item) that we will supply him with the other materials to go with it, if our resources do not permit.

But the most important problem of acquisition is positive. By the process of acquisition, the research library brings together for the scholar, material which when widely separated has little value. In this sense the research library is similar to the scholars working library—which on the particular topic brings together all the necessary items whether historical, geographical, ethnological, sociological or scientific. Multiply one scholar by the number on the faculty of a large university and the problem is obviously a large one.

Use of Microfilm
A development of recent date is of tremendous importance in the acquisition of research material—the microfilm. Essentially, the procedure is photographing on a film the size of a postage stamp one page of a book or newspaper or manuscript. This film is then put in a reading machine and the image is enlarged and projected on a screen so that it is approximately its regular size or near enough to be easily legible. Thus at a cost of roughly one or two cents a page any research items in any library with the proper equipment can be made available to the scholar anywhere.

There are at present several

Young Lawyer 'U' Graduate Spots Bill Flaw

Representative Arthur Gillen of South St. Paul, a 24 year old graduate of the University of Minnesota Law School, was responsible for discovering a flaw in the soldier-vote bill presented to the recent special session of the legislature which would have invalidated the law. He found that the bill could be interpreted to mean that soldiers must vote on July 10 rather than on the regular primary date. Actually the bill had been passed by both houses when Gillen made his discovery, but it was quickly changed and rushed back for repassage by both house and senate. Dean Everett Fraser has pointed out that Minnesota law students are trained for this sort of thing in a course taught by Professor Horace E. Read, now on leave to serve with Canadian forces. Representative Gillen also used his experience in this course in drafting the air transportation act that was passed in the regular 1943 session of the legislature.

projects for the microfilming of research materials. One, in which the University of Minnesota has been able to participate, is a project for filming all the books printed in England up to and through the year 1600. Within a short time we will be receiving film (along with slightly more than a dozen research libraries) of material which formerly was available only in the British Museum and one or two other libraries.

Although the advantages of microfilm in reduction of cost and space are obvious, the medium is not a perfect one. Film used regularly in a reading machine deteriorates through handling. Then, too, to read a certain page somewhere in a one hundred foot roll of film, the film must be turned through the machine until the proper page is reached. And finally, though there has been great improvement in reading machines, none has yet been perfected which gives as clear and readable an image as the printed page.

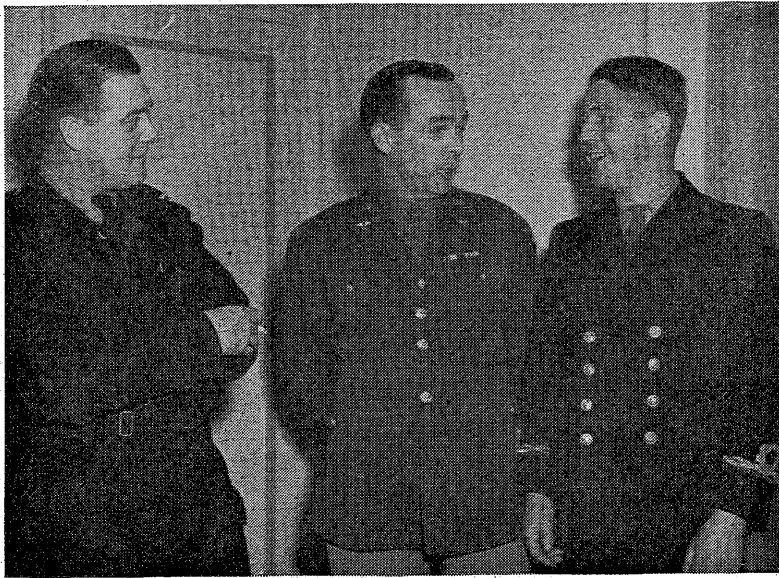
Problem of Duplication
I would like to mention briefly a problem in acquisitions policy which has implications for scholars everywhere—not just at the University of Minnesota. It has been estimated that, although "American research libraries contain approximately 70,000,000 volumes, the amount of duplication is such that those libraries can account for only about one-half of the world's printed record of an estimated 35,000,000 titles." If we add the uncataloged millions of other records, manuscripts, letters, maps, broadsides, etc., the problem is obviously a large one. In order to forestall this deficiency, libraries are considering cooperative measures which will insure that every book published is available in some library. The probable line of approach will be positive rather than negative. Research libraries like the University of Minnesota will be asked to indicate the fields which they will collect exhaustively. Those fields not represented by such voluntary elections will be studied and assigned to libraries in order that all may be covered. In this way arrangements will be made to insure widespread coverage of all subjects, without limiting in any way the freedom of any given library.

One other service to the scholar closely related to acquisition is that of inter-library loans. By common agreement most all libraries will permit the lending of any item to any "accredited" library in the country, provided of course that it is not an item which the borrowing library could buy and might be expected to buy, and provided also that the item is not too valuable to be sent through the mail. Libraries have long been very generous in their inter-library loans and centered in the great Library of Congress union catalog have built up a system which now makes research materials available, far beyond the walls of the library in which they are housed.

Once a given research item has been acquired, the library faces the problem of preparing it for use—the multifarious problems known in library parlance as cataloging and classification. To the uninitiated these operations may seem highly mysterious, but they have two important objectives:

First, to so identify and de-

'U' Grid. Fanatic Runs Violent Villa



Algren Directs Manpower Training In Five States

As regional chief of training for Region VIII, covering Minnesota, Iowa, Nebraska and the Dakotas, Professor Axel B. Algren, on leave from his duties at the Experimental Engineering Station, is playing a leading part in the functioning of at least five agencies that are conducting industrial training for the War Manpower Commission.

These agencies are the Engineering, Science and Management War Training, much of which is conducted on the University of Minnesota campus, the Training Within Industry Service, Vocational Training for War Production Workers, done by the United States Office of Education in co-operation with vocational schools, the Apprentice Training Service, and Food Production War Training.

"The results of training have been astounding," Professor Algren said recently. To list a few of the achievements one could cite increased technical efficiency of workers, increased production of war materials and equipment, greater safety among workers, less breakage and wastage of materials, earlier entrance of workers into profitable production, less absenteeism, smaller worker turnover, and other factors."

Because he found considerable amounts of overlapping and duplication of effort when he went with the War Manpower Commission, Mr. Algren organized a Regional Training Division, in which representatives of the various organizations meet to discuss and thresh out their common problems.

scribe the given book that it may be easily located by the scholar.

Second, to so group the books that as nearly as possible the scholar may locate all the books on one subject in one place, or in not more than two places. To accomplish these objectives there are three tools. The classified catalog or shelf list, the dictionary or alphabetical catalog, and the classification scheme.

The shelf list is, as the name implies, a list of books as they are arranged on the shelves of the library and is in effect a systematic subject catalog. Instead of having to look for books on geology under "G" for Geology, "P" for Paleontology, "M" for Minerals, etc., the scholar may find in the classified catalog first the general books on geology, followed by books on physical and dynamic geology (subdivided into earth structure, erosion and deposition, meteorology and climate, etc.). Next are books on Lithology and Petrology, economic geology, and Paleontology. The shelf list has exactly the same limitations as the classification scheme, but for one wanting a systematic list of all books on a given subject it is the best tool. The shelf list at Minnesota is housed in the catalog department.

The dictionary or alphabetical card catalog is one of the most useful and at the same time one of the most mystifying of library tools. Its usefulness lies in the fact that it brings together into one alphabet a list of all or, as in most libraries nearly all, the books in the library. The user may find there information about a given book whether he knows only its subject matter, its title, its author, its translator, or in some instances the society which sponsored it.

The very size of a card catalog for such a library as Minnesota's

* Friend of many at the University of Minnesota and an outstanding champion of Minnesota football, Major Jay Vessels, Minneapolis Associated Press man now in the army, is shown chatting with the chief engineer, left, and master (right) of the British craft that took him to Anzio.

Mighty deer and duck hunter in times of peace, the wiry Kentuckian is air forces public relations officer at Naples, from which he also deals with the Anzio and Cassino melees.

Newsmen at Naples have named Major Vessels' Naples headquarters "Violent Villa" and have frequently mentioned it in feature reports. It was recently bombed and all had narrow escapes.

The active major is also getting in a few licks of diplomacy, having recently been quoted in a Los Angeles paper as saying, "I have never met a British soldier who was a disappointment."

Major Vessels has been at the front all the time since the landings in North Africa. He has been blown out of a couple of jeeps but otherwise is doing all right.

His one beef on the war is understood to be that his Associated Press pal, Arne Pearson, became separated from him by joining the Navy. Pearson, long nicknamed "the killer" because of his prowess against the big flight of northern bluebills, is somewhere in the Pacific with a keen eye out for anything that flies.

Major Vessels' older son, Roger, is in the U. S. Army Air Forces, in training somewhere in Texas. His wife, Jere Vessels, is on the staff of the Minnesota Conservationist.

Major Vessels is shown here without mustache, which fact, says she, irks Mrs. Vessels.

Seek to Improve Race Relations By Education

Seeking to improve still further by education this state's excellent record in the relationship between races, the University of Minnesota's Center for Continuation Study will conduct its first Institute on Race Relations May 1, 2 and 3.

As leading topics for the discussions of the three days they have chosen "Sense and nonsense in racial attitudes," "How misconceptions about race affect our society adversely" and "How racial attitudes and race relations can be improved."

Mrs. Helen P. Mudgett of the General Extension Division, known for her teaching and writing in the field of race relations, is chairman of the program committee.

Visiting speakers will be Ethel Alpenfels of the department of anthropology, University of Chicago; Stewart G. Cole, Bureau of Intercultural Education, New York; Wilton M. Krogman, anthropologist of the University of Chicago and S. Vincent Owens, executive secretary of the St. Paul Urban League. Speakers from the university will be Mrs. Mudgett, Werner Levi, and Herbert McClosky, political science; Elio D. Monachesie, sociology, and Shearley O. Roberts, psychology.

Minnesota is making a special contribution, according to Watson Dickerman, head of the Continuation Center, because it is undertaking education in this subject before any trouble has broken out. He expressed the belief the Minnesota experiment will be watched in many places elsewhere.

makes it seem unnecessarily complex. And yet the arrangement of the catalog is based upon certain rules which have been designed to

President Names Board to Realign Research Program

Points Out Most Modern Investigations Cut Across Departmental Lines

Pointing out that the public is looking increasingly to the University of Minnesota as a center of research to which the people of the state shall turn to solve their problems, whether material or social, President Walter C. Coffey of the university has announced appointment of a committee of sixteen whose duty it will be to strengthen research and also to coordinate and organize it.

He pointed especially to the fact that most inquiries into natural and social scientific problems today require the co-operative effort of several or many departments and of men with various talents. This, he said, makes it more desirable than ever before that researches be carefully selected, be developed under a plan, and have some continuing supervision.

Dr. Wilford S. Miller, dean of the Graduate School in the absence of Theodore E. Blegen, was named chairman of the new committee. With him on it are Ernst C. Abbe, botany; John E. Anderson, child welfare; Wallace D. Armstrong, dentistry; Edward W. Davis, mining; Eva G. Donelson, home economics; Austin A. Dowell, agricultural economics; Ruth E. Eckert, education; Ole Givold, pharmacy; Clifford Kirkpatrick, sociology; Richard L. Kozelka, economics; Clayton O. Rost, soils; Frank B. Rowley, mechanical engineering; Lee I. Smith, chemistry; Maurice B. Visscher, physiology, and Owen H. Wangensteen, surgery.

President Coffey pointed out that there has been a central organization of research projects at University Farm for many years. Some research projects today are still of the one-man type, he said, but the most common attack on problems of broad significance is interdepartmental and is made by teams of investigators.

Five advantages of organizing research were mentioned by the president of the university. These are, he said, first, it would make it easier for the university to make a statement of actual researches in progress, say to the legislature; second, it would be a factor in the university's favor when outside agencies were asked for funds to support research; third, it would provide coordination, eliminate overlapping, and bring together men with common objectives; fourth, it would provide a central point to which citizens with research problems could apply, and last, it would improve public relations by making it easier to show the contributions of the university.

President Coffey asserted that research at the University of Minnesota has actually developed on a scale beyond public realization. He listed a number of single research mechanisms now in existence on the campus that are organized within themselves, among these, the Hormel Research Institute, the Minnesota Institute of Research, the Northwest Research Foundation, the Agricultural Experiment Station and the medical researches for which the legislature has provided special funds over a number of years past.

The statement concerning organization of research was made in a letter from the president to all members of the faculty.

Trader Buys Four-Inch Lot

A four-inch lot, a sliver of land between the three-story dwellings at 113 and 115 East Twenty-fourth Street, which has been "lost" for ninety years, has been sold for \$1,500. Frederick Brown, well known New York real estate buyer, has bought it with the two houses. It is the smallest property and the most costly, based on unit value, that he has acquired in the thirty years he has been in real estate.

Heads State Dentists

Dr. L. W. Thom, Minneapolis, a faculty member of the School of Dentistry and a member of the board of directors, General Alumni Association, has been elected president of the Minnesota State Dental association. He is a graduate of the class of 1915. Dr. Thomas J. Mee, 1912, was named vice-president, Dr. A. R. Schmid, Worthington, 1909, treasurer, and Dr. C. V. E. Cassell, 1922, of St. Paul, executive secretary.

Outlines Library Help to Research

Continued from page 3, column 4

insure simplicity and consistency, and which with a little study would enable the user to use the catalog with little difficulty. The essential principle, the so-called "nothing before something" rule means simply that filing is letter by letter to the end of the first word, then on the next word, all letters being included except the initial article.

The classification scheme for the subject arrangement of books on the shelves used at Minnesota is the Dewey Decimal classification. First developed in 1873, it has spread widely, and in 1926 it was estimated to be in use by 14,000 libraries. The Dewey system aims to provide a logical arrangement of books by subject and attempts to divide all knowledge into ten subject divisions. A newer system, that developed by the Library of Congress, was based upon the actual collections of the Library of Congress and is generally agreed to be superior to the Dewey system for a large research library. The cost of changing over to L. C. for a library of over one million volumes is, however, prohibitive.

Obviously, the simplest and least expensive arrangement of books on the shelves of a library would be by size, or by order of acquisition. This would have the disadvantage of scattering at random throughout one million volumes the library's books on sculpture. The classification scheme attempts to bring these all together for the convenience of the scholar.

That it is not entirely successful in this may be attributed to two factors. First, books are written for a specific need and not with a logical system of classification in mind. Thus the sculptor studying various types of clay will find books discussing them from the standpoint of the geologist, from the ceramic point of view, and from the standpoint of chemical technology.

The second factor is that in certain subjects (science especially) developments do not follow logical or foreseen lines. Take jet propulsion for instance. The Dewey system at present provides that books on propulsion go under Naval Architecture and shipbuilding. If preliminary announcements are any indication, it appears that a tremendous body of literature will accumulate about this subject, which to the editors of the Dewey system could not have been foreseen years ago.

A faculty colleague recently commented enthusiastically to me regarding the help given him by a staff member of the reference department. This brings me to a third service of the research library, the direct assistance in the location and use of research materials by the library staff.

I could cite many illustrations of complex problems solved for the scholar by a staff member. For instance, a faculty member wished to use an article by Villermé which had been published in the "Annales d'hygiène, publique, industrielle et sociale" sometime between 1827 and 1835. The librarian's search first led to the "Royal Society Catalogue of Scientific Papers." The article was not listed there, but there was a reference to a biography of Villermé in the "Memoire Royal de Medicine" in 1866. This was consulted and reference was found to "Annales d'hygiène et de Medicine legale," 1864, where a list of Villermé's works would be found. From this list, the faculty member picked out the article wanted, and Volume X in which it appeared was found not to be in the Minnesota library. "The Union List of Serials," a co-operative listing of periodical holdings of libraries all over the country, revealed that Volume X was in the John Crerar Library, Chicago, where it was borrowed on inter-library loan.

One tends to think of the library staff as a source of ready information; the address of an out-of-town company, the population of Alaska, the number of colleges in the United States. But the staff in addition can be of most assistance to the scholar by virtue not of their qualifications in the subject field (however important that may be), but by virtue of their intimate knowledge of the library's reference books. There are many instances where librarians have located data unknown to the scholar, because those data were contained in books outside the scholar's subject field. Where research involves bibliographic problems or finding information from books, consultation with the library staff will pay dividends.

There are certain other services

Barnhart Judge Of Ayer Award



Prof. Thomas F. Barnhart

Professor Thomas F. Barnhart, expert of the University of Minnesota's School of Journalism on such matters as the country weekly, newspaper advertising and typography, and graphic arts processes, has been selected to serve as one of the judges this year of the N. W. Ayer & Co. national newspaper typography contest.

The committee of judges will award the F. Wayland Ayer cup to the newspaper deemed best by the judges, without regard to circulation classes, namely, papers of more than 50,000 subscribers, papers from 10,000 to 50,000, and papers of less than 10,000. A fifth award will go to tabloids, regardless of circulation.

Dorothy Thompson, famous columnist, Admiral A. J. Heppburn, head of Navy public relations, General A. D. Surles, director of public relations for the War Department, Lowell Mellett, columnist and former administrative assistant to President Roosevelt, and Jean Carlu, internationally-known poster artist, will serve with Professor Barnhart as judges.

More than 1,000 English-language newspapers from all sections of the country will be inspected by the judges at the Ayer Galleries in Philadelphia.

by which the library seeks to make things easier for the scholar. Most research libraries provide within their walls, studies or carrels where faculty and graduate students may work close to the books they are using frequently.

Special lending privileges are provided with the interests of the busy faculty member in mind, especially the privilege of keeping books on indefinite loan. This, as all privileges, carries with it a corresponding responsibility, that of returning books needed by someone else as well as books no longer in use.

Departmental libraries and deposit collections are other means by which the library attempts to put books where they will be most needed and where the time of the faculty member will be saved. If developed intelligently and with caution, they may serve as valuable extensions of the library's resources.

These then are the ways in which the university library attempts to serve the needs of the scholar. First, within the limits of its budget, it attempts to supply him with the books necessary to his research, and because of the bibliographic knowledge of its staff, even anticipating his requests. Second, it processes these books and arranges them so that they may be more easily located and made available. Third, it provides an experienced staff to help in the location and interpretation of material. And fourth, by various provisions designed to serve the best interests of all its users, it attempts to make the use of books pleasant and convenient.

A series of four lectures specially keyed to meet the interest in science of high school students was prepared by the physics department of the University of Minnesota for delivery in April. Each lecture was given twice, to give a larger number the opportunity to attend. Tickets to high school students were distributed through teachers in the various schools. The lectures were a resumption of a series conducted over a number of years that was discontinued a year ago, Dr. Buchta said.

State Income Study Released

A series of interesting facts about the earnings and income of residents of the state of Minnesota were made public with publication by the University of Minnesota of "A summary of analyses of Minnesota incomes, 1938-39." Although incomes in general have risen greatly since that time, the basic pattern remains the same, generally speaking. The studies were made under supervision of Dr. Roy G. Blakey, School of Business Administration. Funds were provided by the Rockefeller Foundation.

In the year studied, 36.7 per cent of all earners in Minnesota were in the three large cities of over 100,000 population; 18.5 per cent lived in places of 2,500 to 25,000; 20.4 per cent lived in "rural non-farm areas," mostly unincorporated places of less than 2,500; and 24.4 per cent, largest single group, lived in rural farm areas.

Two thirds of the male population over 14 years of age were earners but only one-fifth of all females over 14. Average earnings of all males were \$1,236 and of all females \$668.

In computing income, rent, interest and capital gains and losses were excluded. Net occupational incomes of individual workers were made up of wages, tips, salaries, commissions and profit in business ventures.

The study shows that independent business men had total incomes in the aggregate amounting to 12½ times the earnings of all independent professional men. In other words, independent business men received 10 per cent of the total and independent professional men 8 per cent. The total was divided among other groups as follows: Farmers 19.3 per cent; clerical workers 16.3; laborers 13.3; operatives 12.3; craftsmen 9.7; service workers 9.7; salaried professional 4.8 and salaried business 4.8.

Counting as an "economic unit" a family or a single person, not a member of a family, who supports himself, the researchers showed that there were 872,497 economic units in Minnesota in the surveyed year. Among these 80.2 per cent were families; 9.8 per cent were single men and 10 per cent were single women. Average size of an economic unit was 3.1 persons. In only 12.6 per cent of all families was either husband or wife missing, while 87.4 per cent of families were "complete."

Earnings of all economic units came to \$1,182,185,125, the items excluded being here the same as those stated before.

Wages and salaries made up 61.6 per cent of all income of the economic units; business venture gains formed 25.6 per cent; imputed rental value of home occupied by the owner were given a value of 3.1 per cent, direct-relief receipts 2.1 per cent and the other sources were scattered.

In only .066 per cent of all instances was there more than one earner in an economic unit, it was shown by the statement that in 872,338 units there were 932,590 individual earners.

A footnote shows the income increases since 1939 as calculated by the Department of Commerce. In Minnesota average per capita income payments were said to be up 47.6 per cent; total wages and salaries in manufacturing, up 113 per cent; net income of all farmer operators, up 167 per cent, with "comparable evidence" that the earnings of unskilled labor also have risen greatly.

Dean Peik Surveys Boston School Set-up

Wesley E. Peik, dean of the College of Education, is taking an important part in a survey of the schools of Boston.

He will survey especially the teachers' college and some problems of teacher personnel. George D. Strayer, professor emeritus of Columbia university, who is associated with the National Education association, is directing the survey.

Takes Nap for a Few Months

An A.W.O.L. charge against Joey, black bear mascot of the 501st Paratroopers, has been dismissed at Camp Mackall. Joey disappeared more than three months ago, but he was found strolling near the mess hall yesterday. He hadn't left camp—he had just dug a hibernation hole under the barracks and started a three-and-a-half-month nap.

MINNESOTA CHATS

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University of Minnesota, Minneapolis—14

Fact and Fancy

By T. E. Steward

I don't think I have "proofreader's complex," but it seems to me that everyone connected with a university should know the correct names of all the main subdivisions of the institution and use them correctly, at least when these are written down. This is not to imply that errors of this sort are very numerous, but in either the campus group or the general public, I imagine there are relatively few who could state correctly the names of the various University of Minnesota colleges.

With the general public the commonest error in referring to the university is to call the Department of Agriculture "the Farm School." "Farm School" is a perfectly proper and also a time-honored appellation when it refers to the School of Agriculture, and with that use there is no possibility of quarrel. However, the overall layout at University Farm is not "the Farm School." It includes also the College of Agriculture, Forestry and Home Economics, the Agricultural Experiment Station and the Agricultural Extension Division. Physically it is University Farm; organizationally it is the Department of Agriculture. Oh, well; it is a bit complicated; and yet, it isn't the Farm School. I'm sure of that.

I think people should refer to the Medical School, not the School of Medicine, and should take the trouble to find out that the School of Dentistry is officially so described, not as the Dental School. There is a lack of parallelism between these two names that is con-

Farm Uses of Electricity Grow

Electric power is being utilized as a definite aid in food production, according to a survey just completed by the Lyon-Lincoln Electric Cooperative among the 745 farms and 52 other rural consumers it serves in Lyon and Lincoln counties.

Members of the R.E.A. financed cooperative now use electric power to pump water, separate milk and perform many other farm chores, while before the war use of electricity on the farms served was limited primarily to operation of lights, irons, refrigerators, washing machines and small household appliances.

Twice as many electric chick and pig brooders are now being used by farmers on the Cooperative's lines as before the war, and double the number of electric poultry water warmers, fences and small motors. Three in every five farms served by the Cooperative now use electric separators, two farms in five pump water with electricity, one in five has an electric fence, one in six an electric poultry water warmer and one in seven an electric milking machine and an electric chick brooder. Every other farm has electric lights in the poultry house and every two farms have one small electric motor. Electric pig brooders are used on one farm in every sixteen.

Armed Forces Adopt Book by Minnesotan

Nelson L. Bossing, professor of education, has received word from his publisher that his book, "Progressive Methods of Teaching the Secondary Schools," has been adopted by the United States Armed Forces institute as a textbook in correspondent courses.

The first order was for 15,000 copies, and there is a good chance that further printings will be called for, the publisher indicated.

Selection of the book was made on the basis of a choice by hundreds of educators who indicated their preference for the book through questionnaires.

fusing, but no doubt each group knows how it wishes to be designated.

Sometimes the matter of exact naming can be overdone a bit. The late Dean W. R. Appleby wanted the Mines Experiment Station to be called The Mines Experiment Station of the School of Mines and Metallurgy. In general people will not describe anything by a title that long, nor will the press. But I would go along with him in wanting the college called the School of Mines and Metallurgy, that being its name, not "Mines College."

People seldom misname the Law School. That is a neat, brief title, and it is readily accepted and generally used. Neither does anyone seem to have any trouble naming the College of Education, the General College, or the Graduate School.

Pharmacy is one of the establishments that have remained a college in name, and its name is, the College of Pharmacy.

There is a growing, and seemingly sound, tendency to refer to the College of Science, Literature and the Arts as the Arts College. People in general and students in particular seldom use the full name, and to call it the Arts College would be better than to refer to it slangily as the "SLA College," as many now do. It is the same tendency one observes in those who call the long-named College of Agriculture, Forestry and Home Economics "the Ag. College."

Such long names give rise to a suspicion that they were adopted originally to put a public end to some jurisdictional dispute. No doubt the component parts had shown a centrifugal tendency and were finally bound together in the compound name. It is known that there was such a tendency in the forestry group at University Farm shortly before the present name was adopted.

An unimportant but anomalous situation exists in the College of Engineering and Architecture, which name seems to have been retained after the university gave the architects the privilege of calling themselves The School of Architecture. It is true enough that administratively architecture is still a part of the College of Engineering and Architecture and is a department bearing the name "school" because that brings its nomenclature into agreement with usage in other universities. In a word, use of the name "school" helps avoid confusion. The same is true of the School of Journalism and the School of Social Work, but neither of these departments in the Arts College (College of Science, Literature and the Arts) has its name in the college title.

One "school" at Minnesota, more often so called than not, does not exist as a school even by permission. That is the School of Music. Its actual title, and the only one it has had to my knowledge, is Department of Music. It is in the College of Science, Literature and the Arts.

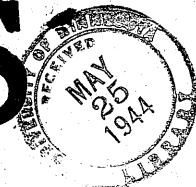
Most maltreated name by the student body is the School of Business Administration, which is usually called "the Business School." "I am in the Business School," they say.

The Institute of Child Welfare has a long and slightly pompous name, but seems to carry it well enough; nearly everyone calls it the Institute of Child Welfare. General College has a nickname or two, but most folks call it General College. That's what it is, too.

The School of Nursing is really a part of the Medical School and the Course for Dental Hygienists is in the School of Dentistry. Independent (I'm quite sure) is the Division of Library Instruction, in which a year of professional training follows three years in the Arts College.

Not all of the special divisions have been listed, but most have been covered. The General Extension Division, for example, conducts late afternoon and evening courses, correspondence study, and other projects. Official name of "Summer School" is "The Summer Session."

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Calls Mastery Of English Vital Need

President Coffey Tells Seniors Understanding Must Depend on Effective Expression

An urgent appeal for every college student to master the English language, both written and spoken, was voiced by President Walter C. Coffey of the University of Minnesota when he addressed the senior class on Cap and Gown Day, May 10.

"If you have not mastered your native tongue you will not leave this university as educated men and women, no matter how many dates you may remember or how many equations you can solve," Dr. Coffey told the seniors.

He pointed out that the careless use of language symbols can lead to serious misunderstandings, not only between individuals but between nations.

"There is no subject in which we should maintain our standards more firmly," he said, "for no one can really know the world in which he lives unless he is thoroughly literate."

His address follows:

In the part of the country from which I originally came they tell the story of the man from Indiana who, while traveling, chanced to sit in a railroad train beside a man who was from Ohio. As travelers are wont to do, they fell into conversation, and in the course of this each began to tell the other of the special attractions possessed by his home state. The man from Indiana mentioned that ground hogs were numerous in his state. And it was the man from Ohio who referred to the fine stands of white walnut in his part of the country.

"Yes," said the man from Ohio, "I've heard something about ground hogs, and I'd like nothing better than to have a pair to put on my place."

"Yes," said the man from Indiana, "I've often heard about white walnut trees, and I'd like nothing better than to have some that I could put on my farm."

"Agreed," said both of them simultaneously, and each promised to send the other the much desired gift.

In due course of time, the exchange was made. From Indiana to Ohio went a strong, escape-proof crate containing a pair of ground hogs. From Ohio to Indiana went two white walnut trees, each with its huge bundle of earth securely tied in heavy burlap. The eager anticipation ended immediately when each man received his shipment.

"I'll be darned," said the man from Indiana. "White walnut, my gosh! Why, that cheeky ass from Ohio has had the nerve to send me nothing more than a pair of ordinary hickory trees of which we have more than we need."

"I'll be ding-busted," said the man from Ohio. "Ground hogs, my foot! Why, that silly fool from Indiana has had no more gumption than to send me a pair of common woodchucks. Why, they are the worst pests we have in Ohio."

This may seem a strange beginning for a Cap and Gown Day address, yet it was that somewhat absurd story of misunderstanding that started in my mind a train of thought that leads to conclusions, perhaps not out of place on such an occasion as this. For it is out of verbal misconceptions that no small part of the world's difficulties arise. It, therefore, seems appropriate to me to talk briefly with the graduating seniors whom we are honoring today, about the importance of language, and of their mastery of it. For it is my firm conviction that if you, as graduating seniors, have not mastered well your native tongue, you will not leave this university as educated men and women, no matter how many dates you may remember, or how many equations you can solve. That is why I believe that there is no undergraduate subject taught at the university level that is more important than English; and there is no subject, I would further insist, in which we

Union Eatmaster Learns New Tricks; Pointless Though



James Felber, head of food services in Coffman Memorial Union, is shown eating a special luncheon prepared of new-style dried, dehydrated and soya products at an Institute for Restaurant Keepers in the Continuation Center. It cost no points.

Retiring Faculty Range in Experience From Chinese Ills to Pre-Glacial Plants

Unusually Large Number of Minnesota Teachers Reaching Retirement Age This Year

An unusual number of veteran University of Minnesota faculty members are to retire June 30, having reached the age limit of active service, 68 years, during the present year. Minnesota Chats will be unable to report on all of them in a single issue, but will present others in its final number of the year on June 9.

Haldor B. Gislason, for many years head of the community service department in the General Extension Division, was born in Iceland in 1875 and was brought to Minnesota in 1879 by his family, which settled on an improved homestead in Lyon county, not far from Marshall. Interestingly, his brother John is still living on that same farm and is now in his 65th year of continuous residence there. Another brother, Judge A. B. Gislason, has long been district judge with headquarters at New Ulm.

Gislason is one of that dwindling but always interesting number who found their undergraduate inspiration in the late Maria Sanford, and in his case he also made his professional connection with the University of Minnesota through her.

After finishing his undergraduate work in 1900 Mr. Gislason took his law degree at Minnesota in 1904, meanwhile serving one year as a teaching assistant, then going into off-campus ventures for a year or two until, in 1907, he received a note from Miss Sanford suggesting that he apply for a position then vacant in her department, rhetoric and public speaking. This he accepted, and from his early years as a teacher he recalls such students as Theodore Christianson, former governor of Minnesota, Elvin C. Stakman, now head of the division of plant pathology, and A. J. Maguire, who organized the Land O' Lakes enterprises. Also as a student in his debating class he had Rudolph Lee, prominent Minnesota newspaper man and owner of the Long Prairie Leader.

Teachers sometimes taught with vigor in those days and Gislason recalls that at one time a Professor E. E. McDermott, coaching a debating squad, adjured the men to "give 'em hell." Just then Miss Sanford entered the room, and surveyed the scene. "I don't know what Mr. McDermott has been saying to you," said she, "but what-

ever it was, I want you to follow his advice."

"Professor Sanford was a great, inspirational teacher," says Mr. Gislason, repeating a verdict so often pronounced of her by those who knew her best.

Of interest in the history of the University of Minnesota was the transition of the student newspaper from the weekly "Ariel" to The Minnesota Daily. This took place in '99-1900 when Mr. Gislason was a member of the last Ariel Board under Waldron Jerome as editor. Mr. Gislason was a member of the committee that made the change from Ariel to Daily and was an associate editor under the first Daily chief, Dewitt Adams. The Daily was started in the fall of 1900. Rapid growth of the student body made the change desirable, Haldor recalls.

As do so many veteran Minnesotans, Gislason links Dr. Northrop and Miss Sanford as "the most colorful Minnesotans of their period."

He recalls that the student body one day presented a beautiful oriental rug to Dr. and Mrs. Northrop at exercises in the old chapel, now Burton auditorium. Mrs. Northrop was expected to accept the gift, but she was too overcome with emotion to speak. Dr. Northrop also was affected, and tears were streaming down his cheeks. With this evidence plainly visible he got up and said, "Mrs. Northrop seems to be overcome, but I am not. I thank you."

When President Eliot of Harvard spoke at chapel the bell rang while he was still talking. "I suppose that means stop?" asked Eliot. "Oh, no," said Northrop, "it is our signal for 'go on.' I want you to see more of our students, as we plan to send some of them east in the interests of civilization."

As student and staff member Mr. Gislason has been at Minnesota almost 40 years. He is the author of "The Art of Effective Public Speaking," which has gone through several editions. His connection with the General Extension Division has extended over the past 18 years.

Dr. C. O. Rosendahl, retiring head of the department of botany, is another who has spent approximately his entire adult life as a teacher in the University of Minnesota. Exceptions were a year, 1902-'03, spent on the Minnesota Botanical and Geological Survey (now State Geological Survey) and the two succeeding years when he attended the University

'U' Man Finds New Mineral "Minnesotaite"

A new mineral, hitherto unknown to science, has been discovered by a University of Minnesota geologist and has been named Minnesotaite in honor of the state. Although it contains about 28 percent of iron and exists in millions of tons, there is little likelihood that it will be used as a source of iron according to Dr. John W. Gruner, its discoverer.

Dr. Gruner about three years ago started out to reexamine Minnesota minerals, using the x-ray rather than the microscope. By that means the atomic structure is shown and also substances too fine-grained for the microscope can be revealed.

While examining a substance hitherto known as iron amphiboles, a combination supposedly of iron, magnesium and silica, he observed that it was really of a different nature than had been supposed. It was, in fact, a new mineral, the nearest relative of which is talc. Talc, however, is a magnesium silicate, Gruner said, while Minnesotaite is a silicate of iron.

Description of the mineral will be published in The American Mineralogist soon.

of Berlin, where he obtained his Ph.D. degree.

Dr. Rosendahl was born on a farm near Spring Grove, Minn., October 24, 1875. Owing to lameness he did not start country school until he was 10. Later he attended Decorah Institute, in Iowa, from which he was graduated in 1896, and in the fall of 1897 he entered the University of Minnesota, graduating in 1901. With him from Decorah came the late Hans Dalaker, professor of engineering.

Modest people, gazing into the past, seem more likely to see some individual of blazing individuality rather than to recall themselves, and just as Mr. Gislason looked back to Miss Sanford, it was difficult to keep Dr. Rosendahl from talking, not about himself, but about Conway MacMillan, the original who headed the department of botany in Rosendahl's undergraduate days.

Dr. Rosendahl characterized MacMillan as "brilliant but erratic." He noted of him another "slight weakness," namely, that he "couldn't get along with the regents." He was said to have had "a mind like lightning and a

Year's End Nears But No Halt Seen At University

Big Summer Session Expected Despite Dislocations of War-time

EXERCISES ON JUNE 10

Ceremonies of Alumni Day Being Arranged by Veteran Classes

The University of Minnesota's college year will be brought to a close Saturday, June 10, when commencement exercises for about 750 students will be conducted in Northrop Memorial Auditorium at 8 p. m.

It will be the first time in many years that the practice of holding the June commencement ceremony outdoors in Memorial Stadium has been abandoned. The relatively small size of the class, resulting from large graduations in December and March because of an accelerated program, plus manpower shortages to erect the special stands and decorations needed for the outdoor program are reasons for the change.

The baccalaureate sermon will be preached in Northrop Auditorium Sunday morning, June 4, at 11 o'clock. The speaker will be the Rev. James L. Adams, (Minn. '24) professor of the philosophy of religion at Meadville Theological School, Chicago, Ill.

Charles H. Chalmers of Minneapolis, member of the Class of 1894, is chairman of the program which the fifty-year class will conduct on Alumni Day, June 10. Herbert Drews, Minneapolis attorney, is chairman of the twenty-five-year reunion committee of the Class of 1919. Traditionally the class that has been out twenty-five years assumes the principal responsibility for Alumni Day activities. Five-year classes will mark the day, which covers all classes of years ending in "four" and "nine."

Many activities on the campus will continue uninterrupted by the graduation date. The Army and Navy programs operate on different "semesters" from the regular colleges. Summer Session, also, will begin immediately following the end of the spring quarter.

The University of Minnesota expects again to have one of the three largest summer sessions among American universities, with two terms, June 12 to July 22 and July 24 to August 26.

Natural attractions of the state and the reputation of Minnesota teachers and researchers combine to draw large numbers to the campus. T. A. H. Teeter, director, asserted.

Broad and varied programs of instruction for public school teachers are an element of strength in these sessions.

"Workshop" projects in education, in which the student has contact with the actual operation of an educational program, have been popular for several years past. Among the workshops for this summer will be one in elementary education, one in higher education, a third in childhood education and child development, in which the Institute of Child Welfare will cooperate, and a workshop in community and school health education.

The Institute of Spanish Studies, now in its third year, will again bring together a considerable body of students interested in Latin American affairs. A Spanish house is provided, where student and teachers live, so that in addition to formal classroom instruction, they come to speak, "eat" and think in Spanish and obtain the true atmosphere.

Librarians are being invited to a special three-day institute for both school and public librarians, to be held June 28, 29 and 30 by the Division of Library Instruction and the summer session.

In each summer term a three-weeks special course for teachers of agriculture in high schools will be provided, these to start June 12 and July 3.

Industrial health, conservation of hearing, and a workshop in clinical nursing are also planned.

System Set Up At 'U' to Help Service Veterans

The University of Minnesota intends to "keep a friendly hand on the shoulder" of veterans who return to it for study.

Every facility of counseling and advice will be made available to the service men and every member of the staff will be encouraged to learn who they are and to help them in every way he can, parents are being informed.

To make sure that the veterans and the university facilities are kept in effective contact at every point, President Walter C. Coffey has appointed a campus-wide committee to provide coordination and information for all instructional departments dealing with these men. Their number is already increasing and is now between 80 and 100. This is only a foretaste, as returned veterans on the campus will eventually run into the thousands.

Edmund G. Williamson, dean of students, heads the new committee, with William Randell as its executive secretary.

"Our first task will be to identify every veteran as such," said President Coffey. "Then we must maintain contact with him and see that he finds out about the courses that will do him the most good. This will be achieved in large part by our counseling system."

Dean Williamson pointed out that the university already has the machinery that will enable veterans who have specialized aims to cut across the boundaries that now separate college from college. Some years ago a division called "University college" was created for students with definite aims which were in conflict with requirements within a single college. In it students may obtain permission to waive certain restrictions and to head straight for the work they want. This policy and this machinery will be available for the veterans who are seen to need it.

Veterans will be required to meet the standards of the college in which they are enrolled, Randell pointed out. It is not expected that the government will continue to pay educational expenses of students who start to fail. The university committee will set up means of finding students who threaten to fail, and then to give them the help they may require. The committee representative will also conduct all dealings with off-campus government agencies, such as the Veterans Bureau.

Some colleges will set up special two-year curricula for veterans, but none of the new courses established will be below the college level.

Must Master English Tongue

Continued from page 1, column 1 should maintain our standards more firmly. For no one can really know the world in which he lives unless he is thoroughly literate.

How Many Speak What

Not long ago the Office of War Information released some figures that bear upon this problem of language. The OWI estimates that 260 million people now speak English. The comparable estimate for those who speak Russian is 145 million; Spanish, 115 million; German, 98 million; French, 70 million; Italian, 52 million. And a writer in the National Geographic Magazine comments: "Long pre-eminent as the language of commerce, English has now succeeded French as the language of diplomacy, and German as the language of science. English is the most widely-read language. Three-fourths of the world's letters are written, and half its newspapers are printed, in English. Announcers for three-fifths of the earth's radio stations broadcast in English." The spread of our mother tongue to the extent these figures indicate, and at a time when we are all thinking of the future form of international organization, has implications that educational institutions cannot overlook, and later I shall speak briefly of some of these. At the moment, I wish merely to remind you that as speakers of English you are now members of the largest linguistic body in the world. The importance of speaking that language well should, accordingly, be self-evident.

Most of us, I suspect, are like the man who was astonished to discover that he had been speaking prose all his life. We grow up, learning our language for the most part passively in our earliest

years. It is only as we come in contact with the school system that the mechanics of language becomes even partially apparent. There is much that can be said on the subject of teaching the English language, but that is not a field in which I have competence. Let me say only this, that most of us grow up, most of us graduate from college, without any very definite realization of the way in which our lives are shaped, and our understanding of the world is fashioned by the language that we speak. I cannot put this important idea in the technical terms that the comparative linguists would use, but I should like to suggest that at the college level at least, every student should not only be taught to use English properly; he should acquire a comprehension of language as a social instrument that men have developed for the purpose of aiding themselves to live together. Such instruction is a proper, and I would say an essential part, of the general education of every college student.

A Necessary Tool

Language is a tool, and like any tool, the results achieved from its use depend upon the success with which it is handled. A refined result calls for a refined instrument. A complex idea cannot be expressed if the language instrument is faulty. That is why, at the college level, we should demand of students, not only in English courses, but especially in others, that the ideas they expound should be sound, and likewise the exposition of those ideas. A mathematician knows that the numbers he uses are symbols, and that no matter what his ideas may be, they can have meaning only if he uses the correct symbols—symbols which mean the same thing to everyone. Yet how often we overlook the parallel truth that words likewise are symbols, variation in the use of which serves only to cause confusion and misunderstanding. Ground hogs become woodchucks, and men thereupon call each other fools! One of the great shortcomings of higher education is that we have not, in my judgment, required our students to use the tool of language with sufficient exactness. As instructors we somehow tend to fall into the terror of assuming that knowledge about something is more important than the ability to express that knowledge. I know of a parent who chanced upon a paper in—shall I say, History—written by her son in high school. It was marked "A." The parent started to read, and was appalled at the errors in spelling, grammar, phraseology, capitalization, and general composition. So appalled was she, in fact, that she sought out the teacher to ask how her son could possibly receive a grade of "A" on a paper so palpably bad. "Oh," said the teacher of History, "I grade only on the facts of the lesson; I pay no attention to the writing—that's the function of the English teacher." Could a more pernicious educational theory be imagined? My only fear is that it can be and is matched all too often at the college level as well.

The importance of what I am saying lies in the fact that language is the device whereby we communicate with our fellow men, and our success in living with them depends largely upon the skill with which we can make our thoughts and feelings apparent to each other. A few days ago we had as a guest on the campus a man who has been on leave as a college professor in order to serve with a federal agency in Washington. In talking with a small group of members of our staff, he elaborated upon his impressions of life in Washington as seen through the eyes of a college professor. Two things, he said, stood out above all else, and go far to explain the confusion we associate with life in the capital city. First, he mentioned the difficulty that men have in making themselves understood by those with whom they must work. He gave specific examples: of business men who write letters which probably had meaning to them when they were dictated, but which have no meaning to those who receive them, because of inept expression, confusion in thought, and inconsistency of ideas. Those who send the letters then become irritated that the ends they had in mind were not promptly achieved or clarified. On the other hand, this professor pointed out that when bureaus such as the one with which he is associated seek to frame regulations that can be understood, complaints are heard from Maine to California that the language is legalistic, complex, or beyond average comprehension. Thus out of word difficulties arise distrust and irritation. Through inability to say

Dr. Lee Smith Given Highest Science Honor



Dr. Lee Irvin Smith

Number of University of Minnesota faculty members to be elected to the National Academy of Science, highest scientific award in the United States, was brought to five with the announcement that Dr. Lee Irvin Smith, chief of the division of organic chemistry, School of Chemistry, had been named to the chemistry division of the Academy.

Other members from the university are John T. Tate, physics, E. C. Stakman, plant pathology, Dunham Jackson, mathematics, and S. C. Lind, chemist and dean of the Institute of Technology.

Author of between 150 and 160 papers describing fundamental researches in organic chemistry, Dr. Smith is also well known for having synthesized Vitamin E in 1939. He is continuing work on the synthesis of other vitamins. He is a consultant for Merck & Co., Rahway, N. J., a member of scientific societies in this country and abroad, associate editor, Journal of the American Chemical Society, member, board of editors, Journal of Organic Chemistry and on the editorial board of Organic Syntheses, of which he was editor in chief, 1942 and 1943. He is also directing a broad program of secret war-related researches.

A native of Indiana and a graduate of Ohio State university, Dr. Smith received his Ph.D. from Harvard in 1920. He joined the Minnesota faculty the same year, becoming a professor in 1933 and chief of the division in 1937. His home is at 815 Seventh St. S., Minneapolis.

what one means, emerges the charge that one does not mean what one says. And where such a condition prevails there can be no mutual confidence, trust, and understanding. Our visitor was saying in one way, what Mr. Lytton Strachey has said in another way:

A Comment on Language

"Perhaps of all creations of men, language is the most astonishing. Those small articulated sounds, that seem so simple and so definite, turn out, the more one examines them, to be the receptacles of subtle mystery and the dispensers of unanticipated power. . . . It is really a case of Frankenstein and his monster. These things that we have made are as alive as we are, and we have become their slaves. Words are like coins (a dozen metaphors show it), and nothing more so than in this—that the verbal currency we have so ingeniously contrived has out-run our calculations and become an enigma and a matter for endless controversy. We say something; but we can never be quite certain what it is we have said."

When men do not understand each other, the basis for friction, perhaps even open strife, has been laid. There was a second point that our visitor from Washington stressed: That out of the failure to communicate successfully there arose tensions that soon become intolerances. Words wrongly used are the seeds out of which antagonisms grow. Name-calling, for example, is one of the favorite devices used by the propagandist who wishes to whip up hatreds and hostility. Then, as Strachey says in the quotation I have read, words become Frankenstein monsters that can destroy us. It is well to remember this in connection with racial feelings; it is well to remember it, too, as we enter upon the period of a war-time national election. Not only should

Listed Among Honor Students

Names of 41 students elected to Phi Beta Kappa, arts honor society, and 23 to Tau Beta Pi, in the field of technology, were among those announced at Cap and Gown Day exercises at the University of Minnesota Thursday.

Phi Beta Kappa: From Minneapolis, Frances L. Alford, Marjorie G. Benson, Marjorie Twedt Benson, Irene S. Berde, Vesta K. Birnberg, Margaret Claar, William G. Dahlstrom, Elaine Danzig, Anna Marie Dye, Eunice W. Jackson, Markle Karlen, Janet M. Lindholm; Richard B. McHugh, Mary H. Peterson, Margaret S. Quigley, Richard Rice, I. Robert Shragowitz, Elaine Wesley, Jean T. Smith, William G. Windheiser, Gwendolyn Marvin.

From St. Paul, Jean A. Leonard, Phyllis Raske, Anne Marie Shelley.

Elsewhere: Audrey Jean Krueger, South St. Paul; A. Magdaline Anderson, Red Wing; Barbara Ballou, Fairmont; Joyce M. Benson, Ashby; Mary K. Binder, Highland Park, Ill.; Janice Christensen, Moorhead; Marjorie F. Harris, Elkhart, Ind.; Corinne M. Holt, Negaunee, Mich.; Mary Jane Jensen, Billings, Mont.; Jewell Leeb, Fargo; Constance Lund, Moose Lake; Miriam Rosenbaum, Cedar Rapids, Iowa; Betty Jane Uehren, Edina; Margaret Warren, Sioux Falls, S. D.

Tau Beta Pi: From Minneapolis, Edward J. Casey, Fred J. Ede-sky, Erwin Epstein, Eugene E. Erickson, Raymond L. Grismer, Cavour H. Hauser, Rowland F. Hein, Paul E. Rebers.

From St. Paul, Robert L. Turner, Edward Goldstein.

From elsewhere, Quentin R. Bohne, Willmar; Gerhart C. Hass, Alexandria; Edward L. Lantz, Mapleton; Robert W. Kisch, Osseo; James R. Stahmann, Winona.

Also, George E. Anderson, Dean F. Babcock, Victor E. Buck, Donald J. Carlson, Walter O. Carlson, Ralph H. Hinrichs, Alden J. Mooers and Jack L. Roddy.

words be used with care; those who listen should sift with equal care the meanings in the words that pound upon their ears. The only protection we have against a misuse of words is an understanding of the nature of language and its uses.

Finally, there are implications of what I am saying in relation to the international problems that face us. I mentioned at the outset that our English language is spreading, and that this places upon us all an additional burden of responsibility in mastering our native tongue. The tool that serves us well within the narrow confines of our own daily life needs sharpening if it is to serve us equally well on a world-wide scale. But more than this, the use of our language internationally implies an obligation on a larger portion of us to acquire some facility in the use of other languages. Communication cannot be through English alone, for "neither commerce nor cultural relations are one-way affairs." It is not the expectation that English will supplant other national languages, but rather that it will become increasingly a supplement to them. I was encouraged to read recently of the growing interest in the study of foreign languages by government employees, as reported by the Graduate School of the United States Department of Agriculture in Washington. A news report, issued by the school, points out that "Americans, once the most resolutely monolingual of all peoples, according to some European critics, have for the last several years been energetically acquiring a second language. Government employees especially have been assiduous in their efforts to speak and understand another tongue than their own." It is interesting to observe that at the Graduate School of the United States Department of Agriculture, the first choice in the revival of language enrollments is Spanish, with Russian pressing close in second place. No one can argue that familiarity with the language of another people of itself will prevent war; but it may be argued that such knowledge is a foundation upon which greater mutual understanding can be built. Language is the tool in terms of which our appreciation of the culture and the accomplishments of other peoples can be refined. Tolerance and appreciation are more likely to emerge from an understanding of other people through ability to use their language than it is to emerge from linguistic isolation.

This is why, then, it seems to me imperative that educational institutions should now, during the

Chapin Outlines Red Wing Study

Speaking before the social science section of the Minnesota Academy of Science's spring meeting, Dr. F. Stuart Chapin, head of the department of sociology and the School of Social Work, outlined the results of a study in which the social organization of Red Wing, Minn., was examined recently.

Said Dr. Chapin:

This is a study of the social structure of the people of Red Wing described in terms of education, income, occupation, participation in civil organizations, and the attitudes of these people towards war-time rationing programs. A random sample of 333 households was visited by a group of volunteer visitors who were given brief instructions. The sample was checked for representativeness on the basis of area, income distribution and occupational distribution, and found to be a reliable sample. The information was obtained by interview, usually with the housewife. Three schedules were used, which had been pre-tested in the field in advance by a trained worker.

The chief results of a preliminary analysis of the returns shows: there were changes in the occupational distribution of employed persons from the distribution of the 1940 census—a decline in the proportion of persons in the professional and managerial classes, an increase of those who were proprietors and managers, a decrease in sales and clerical occupations, an increase in skilled workers and craftsmen, and in semi-skilled and factory operatives, and a decline in service, personal, unskilled and day laborers. These are shifts which are to be expected in war time.

Ten questions on opinions toward war time rationing were asked: a large majority thought that the rationing program was justified, a considerable majority thought that after the war the rationing program should be gradually tailed-off, a majority thought that the administration of rationing was not unfair and not uneven, most people favored administration by local volunteer boards or local officials rather than by paid federal officials, and a very large majority did not know of the existence of black markets. Since the response to any question could be "Yes," "No" or "Undecided," it is interesting to find out the characteristics of those who were undecided of opinion, in order to evaluate the majority opinions.

Here the information about education, income, occupation and group participation, supplied interesting explanation. It appears that those with undecided opinions about such an important matter as war time rationing, were in general of lower socio-economic status, than were those of decisive opinion. The incomes of those who were undecided were considerably lower than the average income of \$1,910 per annum per family for the entire sample, and still lower than those who held decided opinions. There was also evidence that those with undecided opinions had somewhat less education, were in lower and less skilled occupations, and were less active in the groups and social organizations of the community, than those with decided opinions. In general, the social structure of the community seemed stable and on a par with normal community structure.

period of war, re-examine their own programs of language instruction. Most important in this re-examination should be the place of the English language itself. How well are we equipping our students to use their own language? Where are the faults in our methods of instruction? Wherein are we failing to accomplish all that we should accomplish? And similar questions may be raised also with respect to foreign language instruction. It is my hope that these matters are now being carefully considered by the staff of this university, and not exclusively within the language departments either. I would hope, too, that the students themselves might be asked to contribute to any discussion of the role of language at the college level. Good citizens must be well-spoken citizens; they must be discriminating listeners also. The success of democracy calls for word-mindedness and facility with words. Are we, as colleges and universities, preparing our students adequately to take their places, well grounded in the all-around use of their mother tongue? I think we should give that question full attention.

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Retiring Men Tell Experiences

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tongue like a whiplash." Dr. Rosendahl relates that the late Fred S. Jones, dean of engineering here and later dean of Yale College, once said, "I lie awake nights thinking up mean things to say to MacMillan, but he can say meaner things to me without thinking at all."

MacMillan was a master of the English language, Rosendahl recalls. No less an authority than Minnesota's Oscar Pirkins once told a class, "You can safely imitate the English style of President Northrop and Professor MacMillan."

His trouble with the Board of Regents seems to have arisen partly out of the way he went about publishing "Minnesota Botanical Studies" in four large volumes and from his insistence that a botany building be erected. He was then head of the Botanical and Geological Survey and when the regents asked him by what authority he spent the money to publish the books, he showed them the act creating the survey, which made the head of the survey supreme. But just for that he didn't get a botany building. In fact none was built until the mid-twenties.

But to return to Dr. Rosendahl, who saw all of those things and as a junior member of the department was a part thereof. After Harold Lyon and Frederick E. Clements had in turn been head of the department following MacMillan's departure for an advertising job with N. W. Ayer & Co., of Philadelphia, he became head of the department in 1917, holding that post until the appointment of the late J. Arthur Harris in 1924 and returning to it after Dr. Harris's untimely death in 1930. With Dr. Clements he revived Minnesota Botanical Studies as Minnesota Studies in Plant Science. Rosendahl and F. S. Butters' famous volume, "Trees and Shrubs of Minnesota," is a number in this series. The same two have written "Spring Flowers of Minnesota" and they plan to produce a complete flora of Minnesota. This is the project Dr. Rosendahl has set for himself to work on after his retirement.

Students probably will remember Dr. Rosendahl best for his field trips, on which, each spring, he takes his classes to parts of the state having distinct flora, such as Houston county, in southeastern Minnesota, and Itasca State Park in the "pine belt." His classes also make foot excursions along the Mississippi bottoms, and it is related that in times past, when the students used to organize "bock beer" parades in early spring, one of these parades fell in with the botany excursion and accompanied it on its ramble down the river. This was an event to be remembered.

A little-remembered scientific venture at Minnesota which Dr. Rosendahl recalls is that of the Minnesota Seaside Scientific Station established on Vancouver Island in 1901, which was continued for six years. Zoological and botanical studies predominated there, with some work in geology. The station staff published a yearbook "Postelsia" in 1901 and again in 1906.

One of Dr. Rosendahl's most interesting scientific projects has been the study of interglacial plants, remains of which he has found in various wells, pits, quarries and road cuts. He has identified from such sites at least 125 plants that grew here in the last interglacial period and up to just before the last glacial descent. With the possible exception of one or two mosses, all of these plants are still growing in North America. Mosses now found only in the arctic were uncovered in a clay pit near Springfield, Minn., showing the transfer of arctic climate to the south at that time.

To the unanswerable question, "Will there be another glacial age?" Dr. Rosendahl can only answer, "Well, the last period between glaciers covered a longer time than has elapsed since the last glacier receded, so the time factor does not seem to bar the return of the ice."

From a pit in Kittson county he has unearthed more interglacial plants than have been found anywhere else in North America except for one site in Canada.

Pollen grains are the best preserved of all interglacial floral remains, Dr. Rosendahl explained, and this is fortunate for it enables the botanist to determine the proportionate numbers of different trees from the pollen ratios. White spruce far outnumbered any other

Vice-President Sees No Risk In U. S. Aid

There is abundant precedent for having the United States government finance university scholarships that would send to college that considerable proportion of highly talented high school graduates who now lack the means of going, Malcolm M. Willey, University of Minnesota vice-president, told the annual Alumnae Institute in the Continuation Center on May 6.

Fear that federal "control" would go with federal aid to individuals seems ill-founded, he declared, in view of the fact that all states have had federal aid in the form of land grants and more direct subsidies since the days of the Civil War.

Mr. Willey argued that scholarships to enable the most promising intellectually to attend college would be a continuation of a long-established pattern of extending educational opportunity in the United States. He pointed out that the first step, taken in the early days of the republic, was to make elementary education generally available at public expense. Subsequently there was a vast expansion of the opportunity to attend public secondary schools, and in the past 30 years, a very great increase in public facilities for higher education. Each of these steps has had the support of public money, making the step now proposed a logical one on the basis of past extensions of opportunity.

He suggested also that educational opportunity probably will be brought to more and more people by the expansion of the near-at-home junior college, as is now being done in New York and some other states.

"Who would argue against the point that if it is in the American tradition for government to provide educational plants, teaching facilities and all that goes to make an effective operational unit, it is likewise in the best American tradition for government to offer to able students the scholarships to make it possible for them to utilize the machinery that has been provided?" he asked. "I call attention to the fact that the need exists, that it is not being met at present, and that there is ample precedent for government support, local, state and federal, in meeting it."

tree in Minnesota during the glacial period by this criterion.

Dr. Rosendahl has also done much work on pollens of living trees, particularly in reference to hay fever cycles through the year. In many of these studies medical application of his findings was made by Dr. Ralph V. Ellis, formerly of Minnesota.

Dr. Clinton R. Stauffer

Although he probably has seen more elephants (as remains) in Minnesota than any other man, the principal scientific work of Dr. Clinton R. Stauffer, retiring member of the geology department, has been not on a huge but on an extremely small form of animal life. In Canada and in this country he has described between 150 and 200 species of chaetopods, small marine worms of which all evidence has long since vanished except the teeth. He has also identified many conodonts, a primitive vertebrate that probably lived in the water. He first found their remains when a shaft was sunk as the first step in building Northrop Memorial Auditorium.

When a chaetopod was first named for Dr. Stauffer, Mrs. Stauffer said, says he, "He has long been a graptolite and a cephalopod, and now he is a worm."

That remark about the elephants, however, is no joke. Although paleontology, along with stratigraphic and historical geology has been Dr. Stauffer's subject, he has not specialized in such large remains. However, in a state where so many elephant remains are dug up as in Minnesota, he has had almost constant contact with these fossils. Thousands of elephants, including four species, at least, roamed Minnesota along the edge of the glaciers, he reports. Fossil remains have been found in at least 75 Minnesota communities, so that scientifically elephant remains have ceased to be a curiosity. The species here were the *Primogenius*, the *mastodon Americanus*, the *elephas Columbi* and the *elephas imperator*. People frequently send in parts of them.

Dr. Stauffer was born in Palo, Ill., in 1875, took his undergraduate work and master of arts degree at Ohio State University and his Ph.D. from the University of Chicago in 1909. He came to the

Campus Musicians Prepare Program



Professor Paul Oberg, left, department head and conductor, and Professor William Lindsay, pianist, are shown consulting as they prepared the program for the annual convocation presented by the staff and students of the department of music in Northrop Auditorium May 2nd.

University of Minnesota in 1914 and has been full professor of geology since 1917. He recalls that event as recently as 1914 the university centered almost wholly on the side towards Folwell and the Knoll. In Pillsbury hall, where his office has been during his entire service, botany and zoology were taught, as well as geology, and the School of Mines had only recently moved out.

Dr. Stauffer had taught at Queens University, in Canada, and had spent three years on the Canadian geological survey before coming to Minnesota.

"There is still much to be done in paleontology in Minnesota," he declares. "In the upper Cambrian formation there is a whole fauna to be described, comprising a very large number of species."

Dr. Stauffer then took out a cardboard box, opened it and poured onto the table a double handful of irregularly shaped, shiny, smooth black stones.

"Did you ever see anything like those?" he asked.

He explained that they were gastroliths, stones which dinosaurs and other great, bird-like reptiles of a bygone age carried in their crops just as chickens and turkeys now carry gravel. He believes that these are the first to have been found in this area, although they have long been found in Utah and in the American southwest.

If one combines the paleontology of Dr. Stauffer and the paleobotany of Dr. Rosendahl, he begins to realize that we are gradually learning a very great deal about what "Minnesota" was like 50,000 or so years ago. Yes, sir. Let's get behind a couple of bush-

es. Here comes another elephant imperator and I'd just as soon he didn't see me.

Dr. L. F. Miller

Solar radiation, including the influence of sunspots on the earth's weather, has been a major interest in recent years of Dr. Louallen F. Miller, professor of physics, who this year reaches the age of retirement. Not only did he establish a personal laboratory for such observations at Sand Lake, in Itasca County, but he has made extensive observations and studies during a sabbatical and other leaves at an observatory associated with the University of Arizona at Tucson.

Born in Aurora, Ill., in 1875, Dr. Miller obtained the bachelor of arts and master of science degrees from the University of Michigan and took his doctorate from the University of Chicago.

One of his first jobs was that of laboratory director of the physics laboratory of the University of Wisconsin. There he was assigned the task of creating a balanced laboratory, with approximately equal facilities for research in the several main fields of physics, namely, mechanics, heat, sound, light, electricity and magnetism. He was sent on a tour of all the principal university physical laboratories of the country and upon his return applied his knowledge to the Wisconsin problem.

After his term of service in Wisconsin, Dr. Miller went to the Colorado School of Mines and headed its physics department from 1908 to 1917, then came to Minnesota in 1918 after taking a year's leave of absence.

In one of his early researches he developed the use of elaterite, a rare form of asphalt, for use as a cement in such things as the manufacture of batteries. It was adopted by the General Electric Company. In this country, so far as is known, elaterite is found only in one place, in southern Utah.

After becoming interested in solar radiation Dr. Miller evolved his own spherical absorber pyrheliometer, or instrument for measuring and recording the radiation of the sun. He points out that use of the spherical type permits the pyrheliometer to absorb the rays throughout the day, whether the sun is high or low, whereas the flat type in general use makes a less complete recording.

As to the predictive value of solar radiation, sun spots and the like, with respect to the weather of earth, Dr. Miller agrees with a great many other scientists, that there is a relationship but that no simple and clearly demonstrable

Civic Groups To Dine Students

Three Minneapolis civic groups will join with the University of Minnesota in staging the twelfth annual Court of Honor for members of the graduating classes of the university.

Special committees have been named by the four sponsoring groups to handle details of the program in recognition of the high standings attained by the students in their college careers. The groups represent the Minneapolis Civic & Commerce association, Minneapolis Junior Association of Commerce, Minneapolis Council of Civic clubs and university with George Pennock, chairman.

One hundred scholars, according to advance estimates made at the university today, will be guests of 40 organizations, representing civic, fraternal, professional, trade and service groups at the banquet. Arthur R. Uppgren, vice-president of the Federal Reserve bank, will speak.

Honor students will assemble at the Nicollet hotel at 6:30 p. m. Wednesday, May 31, to be met there by their hosts and escorted to their tables. Girl students from the university will act as ushers in the banquet hall.

Committees from the major sponsoring groups, who will have charge of completing arrangements for the Court of Honor are: Minneapolis Civic & Commerce Association—William E. Blackmar, Secretary, Court of Honor, Roger A. Gurley, Wilson J. Kerr and Harry L. Bergquist, Treasurer; Minneapolis Junior Association of Commerce—Myron G. Carlson, Don Nathanson and George Pennock, chairman; Minneapolis Council of Civic Clubs—Katherine Clark, W. L. Brisley, Mrs. Ellen Cady and Gerald Patsy; University of Minnesota—E. B. Pierce, Henry Schmitz and E. G. Williamson.

"The Court of Honor was formed in 1933 to give recognition to the collegiate achievements of the honor graduating students," said Chairman Pennock. "We believe that scholarly accomplishments are as worthy of recognition as any of the other forms of prowess won by the students at the university."

"The Minneapolis Court of Honor has won a high measure of regard from students, parents and the sponsoring groups. So far as we know, the Minneapolis Court of Honor is the only one of its kind in the country."

"The high 10 percent of the graduating class in each college of the university is selected for the Court of Honor. Parents have the privilege of attending the dinner and from 80 to 100 do so every year."

relationship between the weather and solar radiation has been established. It is possible that radiation is more directly related to the long term weather cycles, so much discussed in recent years, rather than to short term weather changes.

A temperature control for use in pasteurizing is another project successfully worked out by Professor Miller, one that is still in use. He also solved the question of weight shrinkage in shipments of newsprint paper to purchasers by discovering a considerable loss of weight due to water evaporation from mill to point-of-delivery.

On retiring he hopes to make arrangements for continuing his solar observations.

Elting H. Comstock

Elting H. Comstock, who for years has taught mining machinery in the School of Mines and Metallurgy and, since the retirement of Dean W. R. Appleby, has been administrative assistant for that school, under the set-up of the Institute of Technology, would have had another year before retirement had he been born four days later. His birthday, June 26, brings him within the present year for retirement. He was born in Milwaukee in 1876.

Professor Comstock graduated from the University of Wisconsin in 1907 with a degree in mathematics and did graduate work on scholarships at Cornell and Chicago before deciding to enter public school work. He was principal of the Houghton, Mich., high school for two years, then superintendent of schools for three, "whereupon," said he, "having learned what the school board of a small community is like, I was happy to take a job as instructor in mathematics in the School of Mines." That decision led to a life work. He has been a member of the University of Minnesota faculty for 38 years.

When Comstock came to Minne-

Two from Campus On State Board

Fred B. Snyder, presiding officer of the Board of Regents, and Edmund G. Williamson, dean of students, have been named to a statewide committee to correlate efforts for veterans' education, recently appointed by Gov. Edward J. Thye. The committee will make it possible for the various types of institution to take advantage of federal assistance to returned veterans. Dean M. Schweickhard, state commissioner of education, heads the committee. Other members are Warren H. Stewart, St. Cloud, chairman of the state teachers college board; Frank D. McElroy, president, Mankato State Teachers College, and J. B. Johnson, Cambridge, and Julius Booras, Northfield, members of the state education board.

Retiring Faculty Members Have Led Full Lives

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sota Professor van Barnevelt was teaching mining machinery and equipment along with mathematics, a schedule that was too heavy. The newcomer was assigned to prepare himself to take over the machines and equipment courses and spent two years studying the field. He also has had many other contacts with mining, having for many years done surveying of mining properties in northern Minnesota to keep account of ore removed from state owned mines being worked under lease. He continued this as long as mining supervision remained under the state auditor. It has more recently been transferred to the conservation department.

Incidentally, said he, another phase of ore work done by the university, the estimating of declared bodies of ore for the state tax commission, has been done for many years by Prof. E. M. Lambert, School of Mines.

"In all those years," said Mr. Comstock, "although many suits have been brought over taxes on ore, no litigant, either mining company or taxing body, has even once brought Mr. Lambert's figures into question. They are just not at issue."

Professor Comstock accompanied the senior mines class on its western field trips for many years prior to 1935.

He served on the legislative interim commission on the taxation of iron ore, formed during Gov. Stassen's first term and composed of three members of each house and three appointees of the governor. Of his work there he tells a story that has its bearing on public relations.

"I just sat and listened to the others talk for several days," he said. "I had heard that the legislators thought university people were too much inclined to lecture them and lay down the law, so I said almost nothing. After a few days a farmer member of the commission came to me and said, 'Comstock, I want to apologize. You may not know it, but I gave the governor the dickens for putting a university man on this board, but you haven't talked down to me once!'"

Mr. Comstock has been very active in Boy Scouting and in Masonry, having reached the 33rd degree in the Scottish rite. He has been for 14 years on the advancement committee of the Scouts in this area and has been active in the summer course for Scout leaders at Itasca Park.

"I've made a special study of the boy," he says.

Mr. and Mrs. Comstock have a farm near Montevideo to which they intend to retire. "I've seen too many retired men, who had no interest, fade out of the picture," he said. "I long ago determined I would have a hobby. It's my farm. I'm really excited about it."

Comstock believes that a good many factors not always considered will have a bearing on the number of years Minnesota's high grade ore will hold out. For one thing, he believes present taxation tendencies are hastening the extraction of the higher grades because the mining lease holders cannot afford to do anything else than rush extraction. On the other hand, he sees the vast quantities of scrap that will be available after the war as a means of reducing the mining of fresh ore. He also feels that rediscovery of extensive iron ore deposits along the whole Appalachian chain may ease the pressure on Minnesota. These were abandoned 100 years ago or so, not so much because the ore gave out as for lack of direct transportation and because the forests were used up, eliminating the charcoal that was then used in smelting. These deposits, he says, still exist in very considerable quantity and will be part of the American mining picture.

Dr. William A. Riley

Dr. William A. Riley, distinguished head of the division of entomology and economic zoology at University Farm, is another who is retiring this year. His work has had largely to do with medical parasitology and entomology. "I came into a department," he explains, "where the work was pretty well divided, so I went ahead and built up the medical phase." In doing so he earned himself a wide reputation.

Born in Mankato, Minn., Dr. Riley gave only the first four months of his life to that pleasant spot in the Minnesota river valley. His father, a Methodist minister, moved often. As a boy he lived in Florida, elsewhere in the South and in the middle west. His father was in charge of rebuilding

the first church in the New Ulm district following the Indian massacre, but that was before the boy was born.

Young Riley graduated from De Pauw university, Greencastle, Ind., in 1897 and after spending another year there went to Cornell, Ithaca, N. Y., where he held fellowships and assistantships, winning his Ph.D. degree in 1903. He became instructor in 1906 and professor in 1912. Since 1918, when he came to the University of Minnesota, he has been chief of the division of entomology and economic zoology except for the five years, 1925-1930, when he headed the zoology department in the College of Science, Literature and the Arts. At heart a research man, not an administrator, he asked to have this arrangement terminated and then returned to his former duties at University Farm.

Dr. Riley's entomological work has taken him to Puerto Rico, to the interior of Panama, and to his spending over a year in China. It was in 1922 that he was a member of a group formed by the Johns Hopkins University School of Hygiene and financed by the Rockefeller Foundation which examined the hookworm problem in Puerto Rico. Under the same auspices he went into the Panamanian interior in 1926, studying hookworm and other endemic ailments caused by parasites in areas of scanty sanitation.

In China his headquarters was Lingnan university in Canton, but he also made a six weeks tour of the Island of Hainan, that very large island off the South China coast that has since been seized upon so eagerly by the Japanese.

"Our party of scientists went to survey the resources of the island," said Dr. Riley, "but for me that meant its insects and disease carriers." He took advantage of some extra time the following summer to visit Chinese universities along the whole coast.

It was in 1935 that Dr. Riley represented the University of Minnesota and the U. S. State Department at an International Congress of Entomologists in Madrid followed by a similar congress of zoologists in Lisbon. The remainder of that summer he spent traveling around Europe.

Dr. Riley is not an alarmist with respect to the spread of insect-borne diseases in Minnesota.

"Minnesota can boast plenty of mosquitoes, blackflies and ticks, and I recognize that these are

carriers of disease," he said, "but as compared with tropical countries or some areas of the United States there is no condition that should cause alarm. The wise as well as the comfortable thing is to avoid unnecessary exposure to bloodsucking insects in any part of the world."

He points to the difference between the continuous cycle of reproduction possible to the mosquito in warm regions and the sharply interrupted cycles broken so completely by Minnesota winters.

Many of his researches have been embodied in the "Medical Entomology" by Riley and Johanson (O.A.) the first text on that subject published in this country. It first appeared in 1915 as "Manual of Medical Entomology." It was revised in 1930 and again in '38.

"Medical entomology has been an important phase of public health work since the establishment of the mosquito's transmission of malaria, which came in 1907-'08. Entomology has increased still further in importance since the establishment of yellow fever and dengue fever transmission by mosquitoes, and of the plague by ticks," he said.

He aided in establishing the Journal of Parasitology in 1914 and was on its editorial board until 1935, when he was advanced to its editorial committee with responsibility for medical entomology. He was president, American Society of Parasitologists, 1930, and of the Entomological Society of America, 1918. He has been secretary of the zoological section, American Society for the Advancement of Science, and at various times a council member of that society.

When he retires, says Dr. Riley, he intends to take more time to play with his microscope and "see some of the things I have been putting off seeing because of other and more immediate duties."

Cells Succeed Though Body Fails Is Cancer Theory

Cancer may be regarded as coming from the successful adaptation of body cells to an abnormal and unfavorable environment, Dr. R. R. Spencer, chief of the National Cancer Institute, United States Public Health Service, told an audience of medical people in the University of Minnesota's Museum of Natural History recently. He came to Minneapolis to deliver the annual George Chase Christian lecture of the university's Cancer Institute.

Although the cells finally succeed in adapting themselves to an unfavorable environment it is impossible for them and the body within which they are formed to adjust to each other, with the result that the host—the body—is killed. This, naturally, results also in the death of the adapted cells, so that their individual victory over environment has been in vain, Dr. Spencer said.

Considerable periods of time and many generations of cells elapse before the cells in unfavorable locations reach a condition that makes their survival possible, he said, but then they multiply so fast as to cause the lesions which medical science calls cancer, or carcinoma.

Dr. Spencer also said that there is evidence to support some claims of those who are working on the theory that cancer may result from the activities of a virus, an assumption on which some cancer research at the University of Minnesota is being conducted. Not all cancers arise from parallel causes, he said. Some are from cell adaptation, some, apparently from biochemical causes, and some from external agents, such as those that cause skin cancer.

Dr. Spencer strongly supported the thesis recently stated by President Walter C. Coffey, University of Minnesota, that modern research must be cooperative, rather than individualistic, pointing out that such a vast number of facts have been discovered that the main task now becomes to synthesize and relate those facts so that a clear picture stands forth from a combination of the individual drawings.

"The enormous accumulation of biological facts, with its consequent need for a high degree of specialization among biological scientists," he said, "has created a need for the type of scientist whose primary interest is the synthesis and the coordination of knowledge. In the past the dis-

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T. E. Steward, Editor, 14 Administration Building
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Must Master English Tongue

Continued from page 2, column 5

I am thoroughly conscious of the fact that I have been speaking about matters outside my own field of specialization. I am sure that what I have been groping to say might be better said, and with greater authority, had it come from a staff member versed in the subject of semantics. I am an agriculturalist primarily. And yet, there may be justification in having a layman like myself attempt to stress the significance of language. At least no one could rightfully accuse me of having a special vested interest. Take what I have been trying to say, then, as the conviction of an interested citizen talking to another group of citizens, and trying to call to their attention a matter that out of his life experience has come to be regarded by him as important—yes, I can even say, as of fundamental importance. My purpose has not been to systematize the subject; rather, it has been to point out what I believe is worthy of consideration—namely, that as we understand each other, within our country and between nations, so shall we increase the likelihood of achieving the future peace of the world for which we all long so desperately. In that process language as a social instrument is all-important.

And now, in closing, a word of congratulation to those of you who today are receiving honors, and to all of the seniors who will graduate in June. You are fortunate, more fortunate, perhaps, than you realize now, that you have been able to complete your courses and receive your degrees. The fact that you have done so, while many of your classmates have not, places upon you a double burden of responsibility. I am confident that as graduates of this university you will do your part well in whatever task falls to you in the months ahead. Through you, whoever you may be, the University of Minnesota plays its part in helping to win the war. And through you, in later years, the university will play its part in achieving a world of peace. To you all: congratulations, and may still more honors come to you!

Discovery of new facts may have been the highest function of research. Today, the organization of knowledge has become just as important as its acquisition. In the future, I venture to predict that some of the greatest advances in science will be synthetic rather than analytic.

"The solution of the cancer problem may arrive suddenly through a brilliant discovery by a single investigator. More likely, it will come slowly and imperceptibly through the gradual accumulation and the classification of facts resulting from the cooperative efforts of many investigators. No worthwhile contribution to our knowledge of cancer has been made during the past two decades that did not come through carefully planned and well organized group effort. Even in the early days of science our great geniuses like Leonardo, Galileo, Newton, Faraday and many more built upon the work of others. These men were able to comprehend most of the scientific knowledge of their time. Today this would be utterly impossible and the scientific researcher has difficulty in keeping up with progress in his own chosen field. Nevertheless, the worker who is not only expert in his own line but also is aware of the relation of his work to that of others stands a much better chance of making an important contribution."

Sgt. Richard W. Flewell of Duluth, Minn., an ASTP student at the University of Michigan, holder of a master's degree in music from the University of Minnesota, recently appeared in a piano recital before his soldier mates at Ann Arbor.

Women and 'U' Join in Program

The Minnesota Federation of Women's Clubs, the University of Minnesota and the Blue Network, represented by WTCN, will cooperate in producing the "Town Meeting of the Air" on the university campus Thursday, June 8, at 7:30 p. m.

The broadcast will be made in Northrop Memorial Auditorium and speakers will be selected in part from the Twin Cities and the University of Minnesota.

Mrs. George B. Palmer of Minneapolis, national radio chairman of the Federation of Women's clubs, Dr. Tracy Tyler of the university, Cliff Ryan of WTCN and others are active on the local committee of arrangements.

While the subject for discussion has not been finally selected, it will be one of significance to the mid-west as well as to the rest of the nation.

Urges Gardeners Keep After It

Victory gardeners should go right ahead with their plans and not be tempted by the relaxing of ration points to quit raising their own food, Jeanette R. Goldthorpe, executive secretary of the Minnesota State Nutrition committee, warns. She urges the planting of even more and larger gardens this year than last to augment the food supply for the coming year.

While the United States has had unusually high crop yields since 1937 and food supplies have been ample, a short crop in 1940 or prolonging of the war may change the situation quickly, she said. Because of delay in spring plantings and shortage of farm help, victory gardens will be a more important source of food supplies this year than ever before, Miss Goldthorpe believes.

At a recent meeting of the state committee fear was expressed that present appearance of surplus might lead city people to abandon gardening plans. Actually, the food situation is no better than it has been and a reserve of home canned foods will be essential next fall and winter for adequate nutrition, Miss Goldthorpe said. Present relaxation of food rationing is to relieve storage facilities and move perishable goods into consumer channels at the present time. As soon as invasion gets under way the demand for food for war will be enormous.

Interested in Post-war Study

Indications of the post-war educational interests of students are seen in many letters sent to members of the faculty by former undergraduates now in the service. Professor Lloyd Short, head of the Training Center for Public Administration, recently received such a letter from Sgt. Stanley Goodsill, written from a hospital, expressing his hope that some type of refresher work would be available at the end of the war. Inquiries concerning educational opportunities for veterans also are received at the office of the dean of students and by the office of admissions.

Heads Education Society

Dr. Walter W. Cooke, professor of education, University of Minnesota, has been elected president of the Minnesota Society for the Study of Education. Walter A. Andrews, state department of education, was named vice-president and Dr. Ella G. Clark, Winona State Teachers college, was added to the board of directors. Dr. Leo J. Brueckner, University of Minnesota, is secretary-treasurer. Other directors are Dr. Ruth E. Eckert, Dr. Tracy F. Tyler, University of Minnesota, and Miss Ella Probst, principal, the Calhoun school, Minneapolis.

Business Officer States Postwar Problems of 'U'

Higher Price Levels, Competition Between Institutions, Inrush of Students Sound Alert

Educational institutions are going to be faced with staggering problems of financial support, recruitment and retention of staff, adequate service to students and research and in other respects, William T. Middlebrook, vice-president for business administration, University of Minnesota, told the Southern Association of College and University Business Officers at a recent meeting in Atlanta, Ga.

Said he:

When this war is over some of us are going to say, "How simple were the problems of yesteryear when our main worries were negotiation and renegotiation with the Army and Navy." Every college, university, educational organization, and governmental unit has a postwar planning committee. These committees are "flushing" educational problems at an astounding rate. Let's keep in mind that everyone of these educational problems has a business aspect. Someone else may pull the trigger but it will be our job as business officers to see that the gun has enough buckshot to bring them down.

That the business and financial aspects of postwar higher education problems are not clearly understood is well illustrated by this statement in the March 25, 1944 issue of "Business Week."

"A survey made last August among 10,000 soldiers revealed that about ten per cent (10%) would go to college after the war if they got government aid. No one doubts that they will get it.

"Therefore, if a million veterans with roughly \$1,000 each to spend desire to go to college, there is going to be a billion dollar bonanza of new business available for the universities and colleges when peace comes."

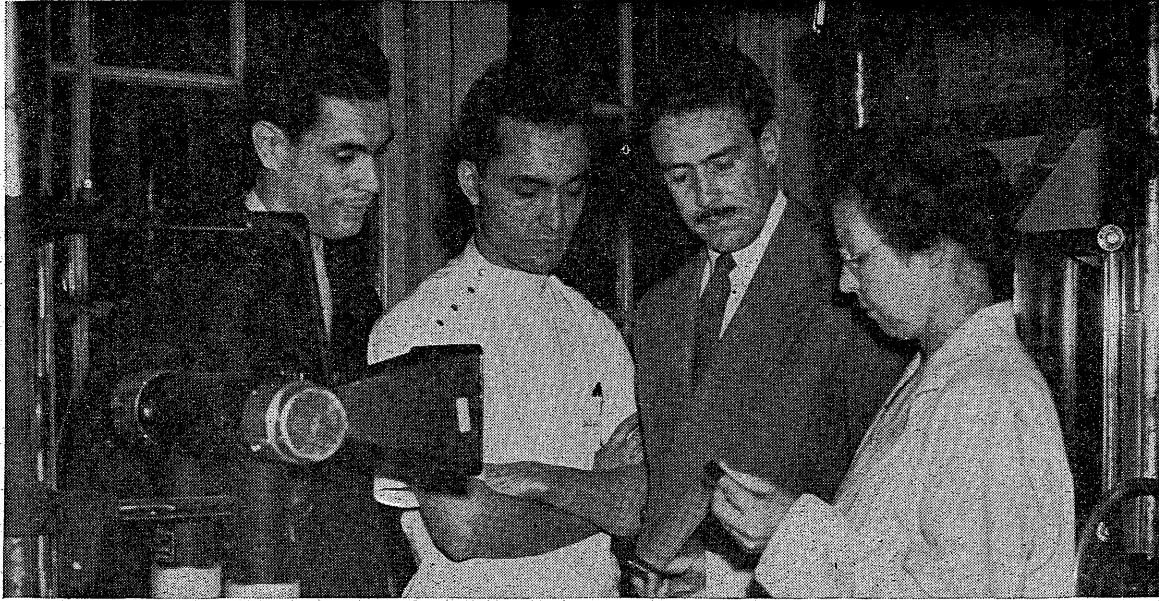
The author, probably a college graduate, apparently still believes that the tuition he paid met his full educational cost and maybe more, and hence concludes that more students will constitute a "bonanza." Those of us here know that even fewer students than at our pre-war peak means business and financial headache, not prosperity.

For purposes of this discussion the postwar business problems are grouped under five main headings: (1) Students, (2) Research and Public Service, (3) Staff, (4) Facilities, and (5) Resulting Financial Problem. It is scarcely necessary to point out that the impact of the problems will vary widely, depending on the type, character, and objectives of each institution. No institution, however, can wholly escape the financial difficulties which are inherent in the earlier phases of the postwar situation.

The Student Problem

There appears to be a unanimity of opinion that the early years of the postwar period will find more students enrolled in higher education than ever before. Estimates of increase above pre-war peaks vary from twenty-five per cent (25%) to one hundred per cent (100%). The peak fall quarter enrollment at the University of Minnesota was 15,500 in 1939-40. Our Senate Committee on Education predicts that if the war ends in 1945-46 the fall quarter enrollment will be 20,000 in 1946-47 and will reach 21,500 in the next year if there is federal aid to students. This committee expects that the temporary postwar flood of enrollment will subside in the third year after the war to a normal trend at a point about forty per cent (40%) above the pre-war peak. This increase in the student body will be comprised of disabled veterans, demobilized soldiers and sailors, and the normal flow of high school graduates. It is also reasonable to expect that

Latin American Doctors Study Pediatrics at 'U'



Three distinguished physicians from Latin America are shown in interested inspection of how Minnesota fights tuberculosis. Left to right are Dr. Gustavo Castaneda and Dr. Ricardo Castaneda, of Guatemala City; Dr. Carlos Sarinana of Mexico City and Mrs. Margaret Carter, X-ray technician. They are examining a roll of chest X-rays made at Edison high school in the Student Tuberculosis Survey. The three physicians are taking postgraduate work in pediatrics at the University of Minnesota Medical School.

Stories Told of More Retiring Members of Minnesota Faculty

Dr. Emmons Serves Thirty-four Years; Dean Leland on Staff for Twenty-three

Also retiring are Professors Robert C. Lansing, rhetoric, College of Agriculture, Forestry and Home Economics; Frederick H. Scott, physiology, and Harry B. Rowe, agricultural engineering.

William Harvey Emmons, head of the department of geology and mineralogy and of the Minnesota Geological Survey since 1911, was born in Mexico, Mo., Feb. 1, 1876, and has been subjected to a certain amount of good-natured spoofing by faculty members who have driven through that town on summer tours. After graduating from Central College, Fayette, Mo., in 1899 he spent two years teaching mathematics and a period in his father's store in Mexico,

more than the usual percentage of each group will seek higher education. It has been so after other wars. Minnesota's enrollment jumped forty-two per cent (42%) after World War I.

The problem will not be one of numbers alone. The distribution among colleges, classes, and curricula will be distorted. Many of the returning soldier-sailor students will have had A.S.T.P. and V-12 instruction, all of which was narrowly focused, chiefly along technical lines. This intensive instruction in Army and Navy classes will necessitate a "humanistic supplement" when the students get back to the campus, which will throw badly off balance, at least for two or three years, the normal distribution of students among various academic departments. Our usual budget pattern will not fit. The lack of flexibility inherent in a budget of specialists will be as obvious as during the war period. The usual sectioning will not be adequate. Furthermore, the returning soldiers and sailors will not be either comfortable or satisfied in classes with the younger and less mature. Also they will need counseling and personal aid beyond that of students whose educational career has been interrupted.

Thus far reference has been made only to day students in residence. Colleges and universities offering night classes and correspondence courses will in all likelihood feel the effect of renewed interest in education.

This problem of student enrollments has one additional significant aspect which concerns us as business officers. The temporary bulge of enrollment in the early postwar years must be taken carefully into account; otherwise we shall become involved to our embarrassment in expansion plans be-

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then decided to take up geology and went to the University of Chicago. There he was a fellow in geology and a research assistant under Dr. Thomas C. Chamberlain, whose studies in glaciation and cosmology had made him famous. Chamberlain was at that time at work on the origin of the solar system.

Eying less remote fields of knowledge, the young Emmons, with his Ph.D. acquired, joined the United States Geological Survey and from 1904 until 1907 helped the work of that organization in some of the famous old mining camps of the west. His first university lecturing was done in 1907 when Chicago called him back to give a six weeks course of lectures on ore deposits. Again in 1908 he lectured at Chicago and then was given faculty rank, first as assistant and then as associate professor. In these roles, however, he remained on the "USGS" by the simple expedient of giving a year's lectures at the university in sixth months, which left another six months for field work with the survey, he remaining with the latter until he came to Minnesota.

Dr. Emmons was one of the early appointees of Dr. George Edgar Vincent when the latter became president of the University of Minnesota in 1911. He recalls that the department was of about the same size as it is now, and also included the university's work in geography, which continued until the department of geography was set up in the "twenties" under headship of Professor D. H. Davis, who is still at its head.

Dr. Emmons' work in geology has been done outside the state of Minnesota, although some twenty fine reports on Minnesota ores, rocks, waters, sands and the like have been made by other members of the department as projects of the Minnesota Geological Survey under his direction. His main reports for the USGS were on Goldfield and Bullfrog in Nevada and Phillipsburg in Montana, and there have been many smaller ones. He also has made a private report on the Butte field and others on deposits in Utah, Maine and Tennessee.

In recent years much of Dr. Emmons' field work has been in the Southern Appalachians, where he has had a hand in uncovering five considerable mines of copper, iron, gold and fluorite. He has also examined properties in Canada and on one of these trips had his most embarrassing experience. He and the members of his party were at a hotel where the baggage of all the outgoing guests had been set in the middle of the floor. When his party left, Dr. Emmons picked up a heavy bag which he thought belonged to an-

Snyder Honored By County Bar

In a "surprise" ceremony, conducted by Bergmann Richards, Fred B. Snyder, veteran Minneapolis attorney and chairman of University of Minnesota board of regents, was acclaimed "dean of the Hennepin county bar" at the bar association's silver jubilee dinner.

He was presented with a hand-tooled leather-bound edition of Shakespeare, suitably inscribed with a record of achievements of his long career in law and public life.

The inscription read, in part, as follows: "A member of this association, born beside the falls of St. Anthony in the first dwelling in the town of Minneapolis and in the first year of Minnesota's statehood; sometime alderman, president of the city council and acting mayor of the city; representative and senator in Minnesota legislature, and author of wise and enduring general laws; still in the long course of his unique public service as regent and chairman of the governing board of University of Minnesota, where his guidance and counsel have been important factors in building a great university and in selection of four of its presidents . . . (he) is by general acclamation Dean of the Hennepin County bar . . ."

In response to the citation, Mr. Snyder said his primary purpose "has been to try to serve people of the state by advocating measures designed to promote their convenience, happiness and progress."

His reward, he said, was more than adequate in "the outpouring of respect and good will" accorded him by assembled members of his profession.

Other member of his party. The trip was a rough one, with canoe trails and portages. Portage after portage some member of the party carried that heavy bag, each thinking he was doing someone else a favor. But when they got back it had not been opened; no, but waiting for them was an irate cigar salesman who wanted to know how come. The geologists had been carrying the chap's sample case over difficult portages for nearly two weeks.

"I have worked on two principal research projects for many years," Dr. Emmons said. "First I studied the secondary enrichment of metalliferous deposits. This work was published in Bulletin 529 of the USGS and a later report of 600 pages on the same subject appeared as the survey's Bulletin 625."

Subsequently he took up the origin of primary metalliferous ore deposits and examined data on the ore deposits of the entire world. In this connection he made substantial contributions to know-

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Dr. Coffey Calls On New Alumni To Support 'U'

Asks They Ponder Carefully State's Contribution to Their Lives

SEES RUSH TO CAMPUS

President Sees Social Loss in Brilliant Youth Who Don't Attend College

In his "Charge to Undergraduates on Becoming Alumni," delivered to the University of Minnesota's June graduating class in Northrop Memorial Auditorium June 10, President Walter C. Coffey told the new alumni the university must have their loyalty and support. He outlined the university's plans for giving sound service to men and women returning from war, and called on the state to do something for the many talented high school graduates who can not afford to go to college. He also pointed out that the influx of students sure to come to the campus after the war will present financial and other problems to the university to which the legislature will want to give careful consideration.

Dr. Coffey said:

This June we are graduating from the university the smallest spring quarter class in many, many years. The reason, of course, is found in our accelerated program which has speeded up the work for most students, who, instead of attending the university in twelve quarters spread over four calendar years, have telescoped the twelve quarters into a shorter period of time. The bulge of the large graduating class comes this year in August, at the end of the second summer session, when because of acceleration, the biggest number of graduates of the entire year will receive diplomas; and accordingly we shall have a special commencement for them at that time.

But the fact that your class is small in no way detracts from the importance of your graduation. On such an occasion as this, whether there are 500 students or 1,500, congratulations are in order, and I do congratulate you, both personally and on behalf of the university. And you deserve it, for, as some unknown wag has recently put it, "Any young man or woman in these days who has reached the age of twenty-one with both a whole skin and a sheepskin is entitled to congratulations."

You have been here at the university during the most disturbed years of its long history. The campus was unsettled by World War I, but this war has already lasted much longer than it did, and the longer this war goes on, the more difficult the problems become that confront the university.

You students here this evening—and I speak especially to the undergraduates who will soon receive their first baccalaureate degrees—are at this moment poised, as it were, between two stages in your careers. You are still seniors, and members of the undergraduate student body. A half hour from now, having received a diploma from my hands, you will—by a simple ceremonial gesture—instantly be transformed into members of the alumni body. You will then be numbered among the thousands who can proudly call this university "alma mater." Your attitudes, your point of view, your loyalty to the University of Minnesota should then become in some measure different. Your interest from that moment on will not be that of a student; rather, you will be one of the graduates, and as graduates the emphasis is no longer What can the university do for you; but What can you do for the university? You become, in short, a participating supporter of the university, and in you will reside some portion of the public good will and the faith that have motivated the people of this state for many years in providing the resources to build this institution to its present strength and great-

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Business Officer States Postwar Problems of 'U'

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yond our ultimate needs. Bond issues on empty buildings have always been very disturbing.

Not all colleges and universities will be involved equally in this enrollment bulge and student body expansion. Those like my alma mater Dartmouth with a policy of limited enrollment will escape those problems directly related to increased enrollments but will face other problems including the difficult one of selecting its students from a much longer list of applicants.

The Research and Public Service Problem

This war, more technical in character than any other, has drawn heavily on the research resources of higher education. Government has taken many of our research staff and engaged many others through OSRD, Army, and Navy contracts. Still others have been loaned to war industry to assist in research and operation. Industry also has brought problems to our campuses and the value of cooperative research has been demonstrated to many companies for the first time. Government and industry, therefore, are already familiar with our research possibilities and when the stories of these research contributions are later written we may well expect increased demands for research and public service generally which will draw heavily on the time of our staff.

During the past decade industrial cooperative research has shown a remarkable growth. This kind of research has been centered around practical or applied problems. Recently I have noted signs indicating that industry is becoming interested in supporting fundamental or basic research. This is a good sign. Colleges and universities will need this support, for financial resources will be taxed heavily to meet the student problem alone. Government likewise is showing evidence of research interest beyond agriculture. A real opportunity accordingly seems to lie ahead for serving more directly the whole of the people and thus more firmly securing the place of higher education in the general social structure.

As a by-product, this research has posed and will continue to pose new business problems for us. The patent in all of its ramifications is a notable example. I find very widespread interest in patent policies and patent administrative organization. The business officer who has not already done so should familiarize himself with this field. It should be an important one in the postwar period.

The Staff Problem

In the postwar period the opportunities for trained academic staff will be many and the competition for their services will be keen. This is primarily attributable to a potential shortage due to increased enrollments, to increased research, to new and changed curricula and methods of teaching, to the war interruption of graduate training, to war losses, and to the shift into government and industry for salary and other reasons. For example, at the University of Minnesota the Graduate School, the main source of supply of teachers, has an enrollment of less than one-half of the pre-war peak. It is already obvious that many staff members who have been on leave in the armed services, in government, and in industry will be willing to return and remain in academic service only at larger salaries than those they were receiving when we gave them leaves of absence. In many cases the larger salaries necessary to attract men back to the campuses will be too far beyond the academic scale to be given favorable consideration by the colleges and universities.

Unless there is a decided drop in the cost of living, and I know of no one who anticipates such a drop, many of the academic staff who have remained on duty in our institutions during the war period will be discontented and on the lookout for other opportunities unless we find additional funds which will add to their salaries an amount approximating at least the "Little Steel Formula."

In certain fields, with the aid of the war training programs and acceleration, some of our institutions have bridged this salary gap by twelve months pay instead of nine. I have found no widespread support for a continuation of the accelerated program in the postwar period and for that reason I am assuming that this opportune

Continuation Center Turned Back for Use

Continuation Center of the University of Minnesota will resume its full program, it was announced by Vice-President M. M. Willey, following a period of curtailment while its building was occupied by an ASTP detachment.

Personnel of the Japanese foreign area and language study group will be transferred to Shevlin Hall, which has been made available by graduation of the Curtiss-Wright Cadette class.

The Center for Continuation Study was taken over for the language group because upon its arrival no other campus housing was available.

Future continuation courses will be planned at once by Watson Dickerman, in charge of that unit, and Dr. W. A. O'Brien, director of postgraduate medical education.

device for salary adjustment will disappear with the end of the war. Our academic salary budget therefore must provide not only for more staff, but for all staff, higher rates of pay as well.

There has been no wartime device for adjusting non-academic staff salaries and wages without changing the base. These salaries have in many instances been adjusted substantially upward. Here there remains little opportunity for return to pre-war levels unless the cost of living takes a nose dive. Even though it did, I believe that labor union activities would tend to hold these salaries at the new levels. Our non-academic salaries have not approximated those in defense activities and my own feeling is that the new levels of pay should be maintained and that the public will support a continuance of them. If this is true then we may expect a continuance of those new levels and possibly a further upping, for non-academic salaries in most institutions of higher education have been proverbially low. Any such upping, of course, at once involves relationships with salary scales of the instructional staff.

The Equipment and Supplies Problem

As many of my audience will testify, it is extremely difficult to generalize satisfactorily in the field of supplies and equipment. Sheer volume is one of the obstacles. In our General Storehouse we handle 6,600 different items; in our Chemical Storehouse, 8,000 standard items; and in our Cold Storage Plant, between 200 and 250 items. Spotty and changing conditions in prices and availability constitute another hindrance to easy generalization. Steel was hard to get, now lumber, paper, cotton goods, and always rubber. As an essential industry our current needs, with the exercise of patience, have been met. It is quite unnecessary to add that our needs, particularly for equipment, have been extremely modest during the war. We have not made the usual replacements nor have we added to equipment inventories the usual items which should be expected with advances in science. Lack of money, as well as market conditions, is one of the reasons. I have no idea of the average percentage of increase in equipment costs. A year ago we estimated that the bill for supplies had gone up over twenty per cent. I should feel a little relieved if some of our educational buyers could assure me that in the period after the war, prices would be down. Be that as it may, we should acknowledge that the price ceilings, however inequitable they may be in particular instances, have been of material assistance to institutions which, like mine, have more or less fixed incomes.

The Facilities Problem

By facilities I mean class and lecture rooms, laboratories, dormitories, dining halls and cafeterias and such auxiliary facilities as laundries, printing plants and the like. This problem involves both the repairs and major replacements of existing physical plants and the addition of new buildings. The absence of available materials and men and, in many instances, money is sure to leave our plants at the end of the war in need of many repairs and replacements. In passing I wish to note with appreciation the recent favorable announcement of the Army and Navy on the matter of deferred maintenance. The revised policy will help those of us who have been fortunate enough to have Army and Navy programs.

Our construction of new buildings has been at a standstill for nearly three years. We shall have to wait another year or two, and perhaps longer, before we can pick up the lag of normal expansion. Actually it will be much longer,

Minnesotans High in Navy Test



John L. Chelgren

Robert P. Smith

Two juniors in the University of Minnesota Naval ROTC ranked first and fifth, respectively, among all ROTC students who took examinations April 19 for admission as midshipmen to the United States Naval Academy, Annapolis. Men took these examinations representing 26 universities and colleges that have Naval ROTC installations. First man was John L. Chelgren, 894 Eighteenth Ave. S. E., Minneapolis, Minn., and fifth was Robert P. Smith, 2106 Hendon Ave., St. Paul. Smith is the son of Walter Ray Smith, golf coach and intramural sports director at the university. The successful candidates in the written examination must undergo physical examination at the academy before final appointment.

for buildings are not bought today and occupied tomorrow. Months are required for plans and specifications and many more months for construction. If any funds are available, the least we can do is to have plans and specifications prepared for the instructional, dormitory, and other buildings we know we shall need.

But you may inquire, what do we need? There is a rough measuring stick at hand. In my institution the equivalent of 131 square feet of class and laboratory space per student was required at the peak of enrollment. You will recall that the Army and the Navy set a standard of 120 square feet or 1,200 cubic feet per student. If Minnesota's enrollment is 5,000 over the pre-war peak some amount up to 650,000 square feet of additional class and laboratory space will be needed, or in terms of dollars at \$11 per square foot, over \$7,000,000 of new buildings, together with \$225,000 a year to operate them. It is a staggering outlook! One thing seems certain. These buildings will not be there when the flood of enrollment comes. Clearly we face an unprecedented use of our buildings. Scheduling of classes will assume new and added significance. Closer approach to an optimum use is going to be necessary, and this will call for scheduling of a larger percentage of our regular classes in afternoon hours, as well as the use of some evening hours by regular day students.

The housing of students presents more difficulties. At Minnesota a survey of University and surrounding housing facilities shows a need, in the light of expected enrollments, of housing for nineteen hundred (1,900) additional students. At \$1,500 per student housed we would need \$3,000,000 more for dormitory buildings.

How much more we shall need in the way of buildings to keep abreast of recent scientific developments already realized and in prospect I do not venture to guess.

The Resulting Financial Problem

In the main, the postwar financial problem stems from the foregoing problems. It is quite probable that there will be other important factors in the financial problem. For example, an extension of the social security old age pension plan to include educational institutions was under serious consideration when the war came on and is a distinct possibility after the war.

It is true that the financial impact of these problems on operating costs will not be the same in any two institutions. Yet the public institutions must estimate their effect for the appropriating bodies, and private institutions must plan their postwar enrollments and appraise possible sources of income. Just as a rough guide and with no thought that my institution is in any way typical, I have made the following assumptions in order that I might view the financial result: (1) that the postwar enrollment increases one-third above the pre-war peak; (2) that the one-third larger enrollment is taken care of by one-sixth more staff; (3) that salaries are increased fifteen per cent (15%) and that supplies and materials will cost twenty per cent (20%) more; and, (4) that student fees are increased fifteen per cent (15%).

This set of assumptions would necessitate an increase in state appropriations proportionate to the increase in student enrollment.

Expressed otherwise, a present annual appropriation of \$3,900,000 for a pre-war peak of 15,000 students would need to be increased one-third or \$1,300,000 for a student body of 20,000. It should be noticed that these assumptions make no provision for increased research and public service. The assumption of a staff increase of one-half of the student increase is the one most open to question, yet I have checked it and believe that it, like the others, is conservative. Between 1929-30 and 1939-40, the peak year of our enrollment, our student increase was twenty-nine and one-half per cent (29½%) while the corresponding staff increase was fifteen and one-half per cent (15½%).

In state universities like Minnesota the student pays approximately one-fourth of the cost of his education. In a private institution, where the student may pay one-half or more of the cost, the financial picture is perhaps more favorable.

Where Shall Funds Be Found

From what sources can these needed funds for operation and capital improvements be secured? If by any chance you have the mistaken idea that the end of the war will see the end of your troubles read Professor John Dale Russell's article "Problems and Prospects of Postwar Financial Support" in "The Annals of the American Academy of Political and Social Science," Vol. 231, January 1944, which volume, incidentally, under the general title "Higher Education and the War," contains much that bears on what I have been saying. Mr. Russell carefully explores the prospects for financial support from endowment income, from philanthropic gifts, from student fees, and from state and federal support. He holds forth little hope for much help from endowment income, philanthropic gifts, and student fees. He points to, but in my judgment does not accurately appraise, annual alumni giving for current purposes as a potential source of funds. A number of institutions in this association have well demonstrated that such a program can gradually be developed into a significant source of income. Mr. Russell, in discussing state support of higher education, calls attention to the varying abilities of the states to support education. This difference may become much sharper during the period of economic readjustment following the war. Some states are certain to have difficulty in providing operating and capital funds for enrollments in existing state institutions. The solution of this, says Mr. Russell, seems to lie in an extensive use of the Federal Government as the agency for the support of higher education. To many institutions, particularly the private ones, this is a disturbing conclusion. My own experience in two land-grant institutions has convinced me that much of the fear that acceptance of federal funds means federal control is not well founded.

As I look ahead the thing which disturbs me is not that we may have to depend on federal support but, rather, the kind of federal support which appears in prospect. Why isn't it possible to persuade our representatives in Congress that tuition for returned soldiers and sailors will intensify not solve our postwar problems. In some way we must convince our supporting public that every added student at the going rate of tuition, which meets only a part

Soybeans Good Hay Prospect

Soybeans for hay should rate ace-high as a crop this spring because they tend to solve, in part at least, two of the problems brought on by the late spring and wet weather, says A. C. Army, University Farm agronomist. Upsets in cropping plans because of heavy rains have left thousands of acres of good crop land still unplanted. Heavy kill of alfalfa and other legumes indicates a serious shortage of legume hays next winter.

Soybeans can be planted as late as June 15 or even later, although the hay yield will be heavier if the beans can be planted immediately. In central and southern parts of the state any seed that can be purchased will be satisfactory for hay, says Army. In the north central part of the state Mandarin will give the best results, although other varieties will do passably well. Beans can be planted like fodder corn, about 75 pounds to the acre, and cultivated to keep down weeds. If they are drilled in, around two bushels to the acre will be needed.

Good soybean hay is almost as good as alfalfa for dairy forage, says H. R. Searles, extension dairyman. When protein is hard to get, the dairy producer falls back on legume forage. Soybean hay is the only satisfactory substitute when there is a shortage of alfalfa and clover. Any dairyman who has acres that can be released for soybean hay will do well to plant this crop liberally and put his dairy business in a favorable position as far as feed is concerned, says Searles.

of the educational cost, will require more current gifts, more endowment income, or more state appropriations and that all of these will be extremely difficult to secure.

The prospect of public work administration aid for capital improvements is encouraging to the public institutions. However, unless there is a basic change in policy, no help is in sight for the private institution which is willing to shoulder a larger share of the increased educational load.

Every college and university business officer translates all educational activities to a common denominator understood by all. If he is a sound administrator, he has an unusual opportunity to understand educational policies and needs and he has a clear responsibility to adequately interpret them for the good of his institution. In my judgment this responsibility can best be discharged if the business officer (1) urges an early setting of the educational sights, (2) translates those sights to the common denominator of dollars, (3) explores all possible sources of support, and finally, (4) assists in a prompt broadcast of the results to the portion of the public which supports the institution. The war has not lessened interest in education but the democratic process, though sure, is slow. It is not too early to make a start now.

Loretta High Wins \$75 Cassidy Prize

The first \$75 Leora Cassidy scholarship has been awarded to Loretta High, ag junior. Miss High came to the University last fall after attending Duluth State Teachers college and Lawrence college.

This scholarship, established this year, will be given annually to a third quarter junior woman living at Comstock hall who has at least a 2. average and is working to support herself while going to school.

George B. Risty, director of the Bureau of Loans and Scholarships, assisted the Coordinating Council of the Comstock Government association in choosing the recipient of the scholarship.

Public Administration Fellowships Available

The University of Minnesota is again offering a limited number of in-service fellowship in public administration to persons now employed in public service. They will be effective for the next academic year. In order to qualify, applicants must be citizens of the United States and graduates of recognized colleges or universities. Stipends will vary from \$1,000 to \$1,500 a year. Applications must be submitted not later than April 30. Blanks may be obtained from the secretary of the committee on training for public administration, 13 University Library.

More Faculty Men Retire

Continued from page 1, column 4

edge of the occurrence of ore deposits with respect to igneous bodies. For it he received in 1942 the Penrose Medal of the Society of Economic Geologists, an honor seldom bestowed and now held by only two or three living men. Dr. Emmons also made the presentation speech when the first Penrose Medal was given the late Waldemar Lindgren in 1929. He was at that time president of the Society of Economic Geologists.

Dr. Emmons was abroad in consultative and research work in four successive years, visiting Mexico, China, Cornwall and then Argentina. He has since done private research and examination work in most of the western states, in Canada and in Michigan.

Dr. Emmons thinks some sort of statute of limitations has run out on a story he tells about being in northern Minnesota with a State Survey party. They had an Indian guide who was leaving for home and wanted to take a few partridges to his wife, but it was out of season. This Indian, being busy with some matter and seeing a grouse in a tree some thirty yards away, thrust a .22 caliber rifle in the geologist's hands and asked him to shoot it. As he raised the gun Dr. Emmons felt that someone was behind him and turned around to see a man wearing a game warden's badge. Uncertain of his aim, anyway, and undecided what to do, he handed the gun to the warden and said, "Go ahead, YOU shoot him."

"And," says Bill, "believe it or not, the warden DID."

"It was wild up north in those days," he explained apologetically, "and the survey had to live off the country in part, so it wasn't so bad as it sounds."

Dr. Emmons has had a hand in the training of about 650 professional geologists, of whom about 600 were trained at Minnesota. They have become teachers, entered research organizations, served as private consultants or have been employed by mining and petroleum concerns. Many have made notable oil discoveries.

"The most notable feature of these careers has been," he said, "that the ones who stood best in their classes had the greatest success in after life."

The department has had many foreign students, including Chinese, Turks, South Americans, Canadians and Englishmen.

Dr. Emmons is author of a number of successful texts, covering ore deposits, petroleum deposits and gold. With Drs. Thiel, Allison and Stauffer has been joint author of a general geology text.

"It has been very pleasant working in the geology department of the University of Minnesota," he said. "I have had fine students to work with and colleagues who are not only able scholars but fine gentlemen. Team work counts in academic as well as in athletic pursuits."

After retirement Dr. Emmons plans to continue certain researches. He also has been asked to give courses of lectures at an educational institution.

Dean Ora M. Leland

Ora M. Leland, dean of the College of Engineering and Architecture and of the School of Chemistry from 1920 until 1936, when the Institute of Technology was formed, is the only member of the University of Minnesota faculty, so far as is known, to have a mountain named after him. Mt. Leland is on the Alaska-Canada border and rises near the head of the famous Muir Glacier. It was named for him when he was on boundary survey work near White Pass, one of the two passes over which, with Chilcoot, went most of the Klondike gold rush.

Since 1936 when all technological departments on the main campus were gathered together in the Institute of Technology, he has been dean of administration in the College of Engineering and Architecture.

Dean Leland was born June 28, 1876, in Grand Haven, Mich., and was graduated in civil engineering from the University of Michigan in 1900. Meanwhile, for a year after his junior year in college, he had served as chief clerk and draughtsman to the United States surveyor general of Florida, surveying public lands.

Following his graduation young Leland joined the staff of the Coast and Geodetic Survey, with which he did surveys in the middle west, was a member of a ship's party on a trip to the Aleutians

Library Friends Name Officers

Mrs. Frederick G. Atkinson, Minneapolis, has been named president of the new organization, Friends of the Library of the University of Minnesota, Dr. E. W. McDiarmid, librarian, announced. Mrs. Margaret Culklin Banning, Duluth, will be vice-president and Dr. McDiarmid, secretary. Treasurer will be Lawrence R. Lunden, comptroller of the university. Purpose of the organization is to promote interest in and support of the University library, and to encourage gifts of books and manuscripts to that library.

and in 1902 made a similar trip to Puerto Rico.

Dean Leland went to Cornell University as an instructor in 1903 and remained on that staff through higher ranks until he came to Minnesota as dean in 1920. Meanwhile, however, he served in the world war and was lieutenant colonel of engineers commanding the 303d Engineers, 78th division, in the St. Mihiel-Argonne and Meuse offensives, then with the 314th engineers in the Army of Occupation, spending about six months in Germany. He brought his regiment back to the United States and was discharged in 1919.

Lauder W. Jones, dean of engineering and chemistry, who had succeeded George B. Frankforter in the chemistry post at Minnesota, resigned at about that time to go to Princeton, and Dean Leland, who had a sabbatical leave from Cornell and was in the employ of a private engineering firm, was asked to come to Minnesota.

It was in 1904, soon after he had gone to Cornell, that Leland was sent to Alaska to do some boundary surveys for the government, and it was partly because of his experience on that boundary survey that he was named in 1911 one of two impartial members of a commission to help arbitrate a border dispute on the Costa Rican-Panama boundary, being appointed by Chief Justice White of the United States Supreme Court. During the next two years he was several times in the field on this work.

Dean Leland, the last dean of the College of Engineering and Architecture as an independent unit, has on the walls of the Main Engineering building the pictures of all the deans of the college, with the dates of their service. These are the following: William A. Pike, professor of mechanic arts, 1880-'92 and dean of the College of Mechanic Arts, 1890-'91; Christopher W. Hall, dean of the College of Engineering, Metallurgy and the Mechanic Arts, 1892-1897; President Northrop then administered the college for about five years, and from 1902 until 1909 the late Frederick Scheet Jones was dean of the College of Engineering and the Mechanic Arts. F. C. Shenehon was dean of the College of Engineering from 1907 to 1917 and John R. Allen, dean of the College of Engineering and Architecture, 1917-1919. Lauder W. Jones, already referred to, was dean of the School of Chemistry, 1918-'20, and in the second of those two years was also dean of engineering and architecture. Dean Leland held the position for the next 16 years.

This surely must be the most complicated series of names, deanships and inter-relationships shown in any college in the university and reading between the lines would make one think the going had sometimes been tough.

Dean Leland has maintained his

Learn to Inspect Glider Materials



Prof. Richards Demonstrates Glue Testing

Summer 'U' Plans Spanish Institute

The Institute of Spanish Studies will be conducted for the third time at the University of Minnesota during the first summer term, starting June 12, Professor James A. Cuneo announced. Theta Chi house, 315 Sixteenth Ave. S. E., has again been rented as headquarters for women students, who must speak only Spanish at any time while in the building. Twenty-three students enrolled in the first institute two years ago and 43 last year.

Students will be divided into three groups, elementary, intermediate and advanced after conference with Prof. Cuneo. The only thing not to be Latin American in the program, he said, is the food. Latin American food is too different.

The maid problem is facing the Argentine professor just as it is so many housewives. He engaged two Mexican maids, who, he thought, would provide atmosphere, but when they reached Minneapolis they promptly found jobs at better pay and were lost to the institute.

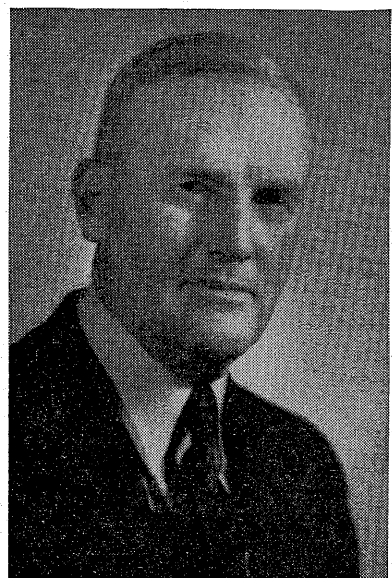
Women teachers from Cuba, Argentina and Costa Rica will be on the faculty, with one teacher to each five students. Besides language, emphasis will be placed on the customs and music of Spanish America.

Following the institute Dr. Cuneo will make a trip by plane to his native Argentina to renew his contacts with a changing Latin America. He plans to return by next summer.

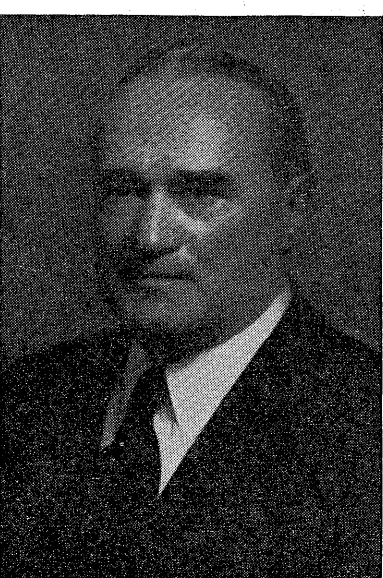
interest in military as well as educational matters and has been colonel of engineers since 1922, having commanded the 313th engineers, 88th division until it was reactivated in 1940. On the inactive list, he will hold his commission until six months after the close of the present war.

Dean Leland has been president of the Society for the Promotion of Engineering Education and chairman of the engineering section, Association of Land Grant Colleges. He holds membership in many professional bodies and is a national honorary member of Chi Epsilon, honor society in civil engineering. He also is a director, Society of American Military Engineers. Besides his many papers he is author of the book, "Practical Least Squares." A son, Capt. Paul Leland, injured in the crash of a bomber, is expected soon to be invalidated home from an air base in England.

Two Who Retire at Age Limit



Dean Ora M. Leland



Dr. Wm. H. Emmons

Story Told of Famous 'U' Song 'Hail Minnesota'

The class that gave "Minnesota, Hail to Thee" to the University of Minnesota as a feature of its class play in 1904 was one of three principal classes to take part in the annual alumni day exercises of the university on Friday, June 9. All classes ending in "four" and "nine" celebrated this year, with the twenty-five year class, 1919, having the principal role and the fifty year class, 1894, supporting the torch of legend.

"Minnesota, Hail to Thee" was part of the class play of 1904, "The Apple of Discord," which was performed in the old Metropolitan theater on Marquette Ave., as it is recalled by E. B. Pierce, alumni secretary, and a member. Both the music and the original words were by Truman Ricard, '04, and at one point in the play a large ensemble sang the first two verses, then turned toward a box, where sat Dr. Cyrus Northrop and sang a verse especially for him.

The song gradually gained great popularity in the student body and on suggestion of Dr. Northrop this verse, only temporarily applicable, was dropped at the time of his retirement and Arthur Upson and others composed what is now the second stanza, Ricard's first being retained.

Dean Anne Dudley Blitz, Ricard, "Cy" Barnum, former secretary of the university YMCA, Dr. F. F. Grout, professor of geology and Dr. Aloys Kovarik, professor of physics at Yale, are among the well-known members of the class.

Charles H. Chalmers of Minneapolis was in charge of arrangements for 1894, to which belong also Dr. Frank M. Manson of Worthington, Frank Malloy Anderson, retired professor of history at Dartmouth, Dr. Jennings C. Litzberg, and many others. They attended in a body the general alumni dinner Friday night in the cafeteria of Coffman Union. At noon that day the Alumnae Club served a luncheon for all members of classes out fifty or more years. Among oldest graduates are Bessie Laythe Scoville, Minneapolis, 1884, Judge Samuel D. Catherwood, Austin, 1883, and Fred B. Snyder, Minneapolis, 1881, chairman of the Board of Regents.

Herbert Drews, Minneapolis attorney, was chairman of the arrangements committee for the twenty-five year class, 1919. With him on the committee were Fred Klass, Arthur Perry Peterson and Otilie Schurr Janneck. A representative of this class was toastmaster at the general banquet.

Offer Bounties On Barberries

At their May meetings five Minnesota county boards passed resolutions offering bounties for reports of property having rust-susceptible barberry. This now makes a total of 65 counties offering bounty on barberry in the state of Minnesota. Todd, Crow Wing and Morrison counties set the bounty at \$5 per property, and Benton and Mille Lacs counties at \$3.

With favorable moisture conditions, barberry will start spreading stem rust during the latter part of May and early June as soon as the leaves develop, according to L. W. Melander of University Farm, state leader of barberry eradication. Barberry not only spreads stem rust early in the season, but it is also the host on which new strains of rust are produced that may attack varieties of grain now resistant. Melander likens the bush to "a match lighting a prairie fire." He urges everyone to be on the lookout for these bushes that are a menace to the small grain crops.

Army Honors Major Hegg

Major Clinton F. Hegg, graduate in 1939 of the School of Architecture, University of Minnesota, has been given the Legion of Merit for outstanding service in the Southwest Pacific area. He is a former student commandant of the ROTC and president of the student council. With another officer he developed a system of anti-aircraft operations intelligence whereby air force elements about to engage in combat are provided accurate information about areas in which hostile aircraft fire is to be expected. Major Hegg has been overseas for 26 months. The information was contained in a letter to Prof. Roy Jones, director of the School of Architecture.

Says Gardeners Should Try Berries

Victory gardeners attending the 23rd annual horticulture short course at University Farm were urged to try growing fruits in the home garden. Strawberries, red raspberries, Nanking and Korean cherries were recommended for Minnesota gardens by J. D. Winter, assistant professor of horticulture and chairman in charge of arrangements for the short course. Winter stressed the importance of getting healthy, inspected raspberry plants. For success in raising strawberries, he advised using narrow rows and avoiding crowding of plants.

Speaking on tree fruits, W. H. Alderman, chief of the division of horticulture, listed Erickson, Duchess, Minjon, Wedge and Haralson as varieties of apples which can be depended upon to produce under Minnesota conditions and which are relatively free from plant diseases and insect pests. He recommended planting two or more varieties of each tree fruit in order to make cross pollination possible. Spraying is necessary in order to grow clean fruit, he said.

One program was divided into sections on fruit growing and ornamental horticulture. Planting flowers in the victory garden as a succession crop to early maturing vegetables was suggested by L. E. Longley, assistant professor of horticulture.

Zelner Speaks in Washington

"Education and training for surveying and mapping after the war" will be discussed at Washington, D. C., Saturday by Otto C. Zelner, professor of civil engineering, University of Minnesota. He will address the American Congress on Surveying and Mapping meeting in that city.

President Coffey Tells 1944 Graduates Problems of 'U'

Continued from page 1, column 5

ness. The good will and the faith that have been the life blood and sustenance of the University of Minnesota do not reside alone in its graduates; but is it too much to expect that, from those who have so directly received the benefits that an education here confers, we should as the years go by claim the deepest loyalty? the highest interest? and the most understanding support?

America Believes in Education

Perhaps the most characteristic thing about American democracy is the faith that it manifests in education, and public education at the college and university level is the highest expression of that democratic faith. It is the people of the state who have made the University of Minnesota a reality; it is they who have enabled you to receive today the degree that marks you as persons qualified in some area of human learning. I wonder if you are fully appreciative of what has been provided for you as students? Are you truly sensitive to the fact that, although you have paid fees, and sometimes with hardship and personal sacrifice, for every dollar you gave to the bursar, other sources—chiefly the state—supplied, on the average, between four and five additional dollars? You have, as hard as it may be for some of you to believe it, received so much for so little. And as you leave the campus today, as alumni, I hope that you will never forget your indebtedness, not only to the university itself, but to the people of the state who are your educational benefactors. It is well, I say, to think of these matters on this important day of your life, and at just the time when you are being transformed from students into alumni.

It seems appropriate, too, that in this in-between hour while you are in the process of sloughing off the chrysalis of undergraduate existence and entering upon the more mature state of alumni existence, that I should talk to you about some of the things that ought to concern you as graduates.

I have said that these have been disturbing years for the university. Recently I received a compilation showing that, as of the middle of May, 609 members of the staff are on leave of absence for service with the armed forces, or for war related work. As a consequence, we have had to carry on without their services, and with substitutes. Five hundred and five are in uniform. Approximately one hundred of those on leave are from the non-academic staff. I wish we had a service flag with 609 stars on it flying from the mast of this auditorium as a symbol of the personal and direct contribution that is being made by the men and women of the staff.

Decline in Students Nearly Over

There are many stars on the student service flag as well, which means that the student load has fallen, but the rate of decline has slowed down, and, while we may still lose additional students for the next quarter or two, it is my belief that we are now nearly at the low point of our enrollments. It is not improbable that the up-swing will begin before another June class is graduated. And when that up-swing comes it promises to engulf us under such numbers of students as we have never had before. Careful estimates, based in part on our experience after World War I, indicate that in the fall quarter two years after the war has closed we shall have no less than 21,500 students in residence.

Why should there be such an influx? Think for a moment: you of this June class have gone through your college courses uninterrupted. You will soon have your degrees. But there are thousands of your fellow students less fortunate than you. They have dropped out, but is there any reason to doubt that great numbers of them will wish to complete their courses and receive their degrees? Their faith in education is as strong as yours if I read correctly the many letters I receive from them, written from every quarter of the globe.

Then there are the high school graduates who entered directly into the service, but who will wish to enter college once they are demobilized. The experience of war, if I judge it accurately, has heightened rather than diminished their conviction that education is important and is going to be no less so in the future.

Add to these, also, hundreds of thousands of young men who have had their first taste of higher education during the war, through

participation in the Army and Navy training programs. Many of them will want to enter college, too. And lastly, there are those students who will be graduating from high school just as the war ends; they will constitute the normal entering classes, the base, as it were, to which all of the others are added.

Veterans to Have U. S. Aid

For those in service, the Congress is making liberal provision on discharge for postwar education. Thus the natural desire of the men and women to achieve a higher education will be made effective by federal financial support.

How are we at the University of Minnesota going to meet this problem? I cannot answer in detail, but I wish to assure you that we are hard at work on ways and means. I am determined, to the extent that I have any voice in the matter, that we avoid some of the mistakes made after the last war.

Unless we can maintain the quality of the instruction we give to returning servicemen, as well as to the regular flow of students, it would be better that they did not come. There is nothing more fraudulent than shoddy education.

I know that the people of this state want their returning young men and women—their sons and daughters—to have as good an education as you have had during these war years. I know they will insist that the best education is none too good for those who have been serving at Guadalcanal, at the Anzio Beachhead, on the Burma road—and on the invasion shores of Europe and Japan. We here at the university pledge you that we shall do everything in our power to provide the best of educational opportunities for the returning servicemen once the war is won. But to do this we need help.

How Alumni Must Help

Let me put it this way: I reminded you earlier that as students you pay, on the average, only between a fifth and a fourth of the educational costs of operating the university. If we assume further that our registration jumps back quickly to the 15,600 students that were here in 1938-39—then we could do with present financial resources just the kind of job for that number of students that we were doing before the shadows of war fell upon us. But what about the additional students, up to the 21,500 I have mentioned? For students over and above the normal load, we must provide new facilities. We must have additional teachers to staff the extra classes; we must have additional library resources; there will have to be more laboratory attendants, and more supplies generally. We must have more space, too. In short, every additional student above our pre-war level means an extra financial burden. Through fees these extra students will pay 20 to 25 per cent of their way; from some other source must come the remaining 75 to 80 per cent of the inescapable educational costs that are involved. Thus you can see that additional students, instead of being a financial asset, are going to be a drain upon resources—a financial liability—and to bridge the gap between what the student pays and what it costs to give him an education such as you have had, we must of necessity turn to the people of the state, through the legislature. I, for one, have profound faith that the people will provide for the university whatever resources are needed to assume the task we are going to be called upon to do. Minnesota never has fallen down in such a situation, and it won't now when the welfare of its own youth is so directly involved.

This analysis, I hope, gives you an inkling, of the kinds of problems to which you, as alumni, should start right now giving some thought.

The problems of providing the adequate educational facilities and of securing the support that is called for overshadow the other problems we shall face. Yet the others are important, too.

Veterans to Require Guidance

For example, how will the returning students, particularly the veterans, be helped to re-establish themselves? Will they find it easy to shift from the fox holes of the Pacific or the front lines of France to the classrooms of Folwell Hall? Obviously it will be difficult indeed to settle down to university life after months on the battle lines or in Army and Navy camps. We have been thinking of that, too, and have this

spring created the machinery that I believe will reduce to a minimum the difficulties that returning students will encounter. Already there is at work a special university committee with membership drawn from every college of the university. This is headed by Dean Williamson, who is a specialist in personnel problems. Utilizing this committee and the counseling staffs of all the colleges, it is our intention that the moment a veteran returns—from his first official contact at the Admissions office—he will be kept under a watchful eye of someone who is ready to help him. In making out his program of studies (which will be a curriculum problem quite different from that of other students) he will be given the advice and guidance of a special college counselor, appointed from the faculties to help veterans. If there is need for individual testing or counseling, the student will be sent to the University Counseling Bureau, where arrangements for assisting him are already perfected. In the classroom, every instructor will know which of his students are veterans and can accordingly be especially alert in the detection of problems or difficulties. Every dean will be provided with a list of returned veterans who are registered in his college, so that he may not lose sight of them. All of this will be done inconspicuously, for it is our belief that the veterans will not wish to be singled out publicly for special consideration. That is why we have not established a special division for them, as some universities have done. We believe the returned soldiers will wish to be mingled with other students and treated, at least so far as externals are concerned, like other students. They will want to become a part of the university and not to be labeled as something different or separate. Yet we know they will have their unique problems and difficulties, and this all-inclusive program of which I have been speaking will be in the background, ready to provide help when help is needed.

There will also be many problems involving credit for study in the Army or Navy or for service experience that is in some degree the equivalent of college work. Students will need much help in reconstructing their educational program. Will credit be given for such training? The answer is yes, and we are now fully prepared to help the returning veterans in this respect. The faculties of the various colleges have in recent months studied the curricula, course by course, in the Army Specialized Training Program, the Navy V-12 program, and similar service educational programs. Each course has been analyzed and related to existing courses in the regular university offerings. Credit allowances have then been fixed. Similarly, the procedures have been established for evaluating correspondence courses that servicemen may have taken through the Armed Forces Institute. We shall even be ready to give some credit, by special examination, for other educational experience that the soldiers and sailors may have had. It is possible, for example, that a man may have become quite proficient in a foreign language because of his service assignment. Could it be denied that French learned in North Africa has some relation to French learned in an elementary class in the Department of Romance Languages?

I cannot go into further detail, but I am saying to you, as students who are about to graduate, that, while your teachers have been carrying on your classes these past months, they have also been devoting endless hours to the study of our internal postwar problems. As a result, I think we are ready to meet them. To be sure, there will be individual variations in credit allowances. A student in engineering may be able to utilize ASTP basic engineering credits more fully than a student who is majoring in philosophy. But our general principle has been established, and whatever credit is applicable and can be evaluated, we shall allow.

Talented Youth Needs More Help

There is a larger problem, however, to which in closing I should like to direct attention. Earlier I referred to you as fortunate because you have finished at least one phase of your education. Are you thoroughly aware of what a highly selected group you are? In 1940, of all men and women of college age (that is, between 18 and 21, inclusive) only 15 per hundred were actually enrolled in an institution of higher education.

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Or, since this is graduation day, we can put the matter of your good fortune in another way by saying that in the same age groups for the population as a whole only eight and one-third per 100 graduate from college. In terms of the entire population, the college graduates are a small fraction, indeed. While the trend toward larger enrollments in college has been steady, the fact remains that you who receive diplomas are members of an extremely select company. It is to this process of selection that I ask attention. We know that not all of the ablest graduates of high schools actually go on to further training. This inevitably means there is a social loss. The most valuable resource possessed by any country, and notably by a democracy, is the mental ability of its population. Mental ability, like any other resource, must be developed and wisely utilized. Accordingly, when we make studies of high school graduates—as we did of every one of them in this state in 1938—and find that of those who stood in the top 10 per cent of their high school class only one out of two go on to further education, and that of those who graduated in the top 30 per cent of their high school classes, only one in three go on to further education, we are confronted with facts that should give us grave concern. We would be alarmed indeed if we failed to utilize one of every two tons of the highest grade of ore in the state, or if we threw aside two of every three of the best cows in any dairy herd. Yet in much more than a figurative sense that is exactly what we are doing now with the best of Minnesota high school brains. We do not need to argue that every able student should go to college, but I do say that the wastage involved in not educating fully our best minds far exceeds the wastage that comes in trying to educate minds that are not potentially of a superior quality.

Why do so many of these ablest students stop their education with high school graduation? There are undoubtedly many explanations, but our studies convince us that the most important single reason is a financial one.

I submit to you as a promise for discussion that in the postwar period we shall need all of the well-trained minds that can be found for reconstructing the world into a place for peaceful living. If we are to maintain our place of leadership as a great nation in the community of nations, we cannot afford to permit our high mental abilities to go undeveloped. And it is as important to this state that provision be made for the maximum education of its young men and women as it is that we develop our industries, our businesses, our airfields, or our agriculture. Underlying the development of all of these is human ability, and strength and pre-eminence will go to the states and nations where human ability is most fully trained and most effectively used.

The solution of the problem I have been sketching for you seems to me to lie in the development on a "need" basis of a system of adequate scholarships. Some can and should come from private benefactions, but ultimately an adequate scholarship program will require state funds or federal funds—or both. Only in this way can we as a state and as a nation make certain that the most competent and most promising students do realize the full opportunity for education beyond the high school. No student of superior ability should be diverted from advanced training merely because he lacks funds. To insure that this does not occur is a responsibility that can properly be assumed by government, for it is the communities, the state, and the nation that in the last analysis derive the benefits that come from an educated citizenry. Have I not said enough to convince you that education, as a form of democratic social activity, faces many problems in the years immediately ahead? What is more important, I hope I have—even in this cursory review—created in

U Women Place Third in National Swimming Meet

Minnesota placed third with a total of 35.5 points in the national intercollegiate telegraphic swimming meet held recently. Indiana University placed first with 53.5 points and Chicago Teachers college was second.

The following Minnesota coeds placed in the meet: Virginia Ingersoll, Education senior, placed first in the 100 yard backstroke; Joan Turnquist, Education sophomore, Virginia Ingersoll, Doris Laine, Education junior, and Marion Mitchell, Education freshmen, tied for first place in the 100-yard free style relay.

In the 75-yard medley relay, Minnesota tied with Washington University for first place. Minnesota coeds participating were Alexandra Pye, Arts freshman; Edith Sime and Marion Mitchell, Education freshmen.

Edith Sime placed second in the 40 yard breast stroke and Marion Mitchell was third in the 40 yard crawl.

Eleven universities and colleges were entered in the meet, which was sponsored by the Women's Athletic association. Twelve Minnesota coeds participated.

Results of the 75 yard individual medley were Edith Sime, first; Alexandra Pye, second; Jean Turnquist, third, and Virginia Ingersoll, fourth.

Dr. Darley Is Made Lieutenant in Navy

Dr. J. G. Darley, director of the student counseling bureau, has notified the Dean of Students of office that he was recently commissioned by the navy as a lieutenant j.g. On leave from the University since March 15, 1943, Dr. Darley has now been given a military leave for the duration. He will be stationed in Washington where he will be connected with the bureau of medicine and surgery in the Navy department.

you an awareness of these problems, for it is to men and women like you that we must turn in obtaining the educational facilities a state such as Minnesota must have. As our most recent alumni, you now have a duty and a privilege to make the problems of the university in some degree your own concern.

And now I say farewell to you as students, and greet you as alumni. May your loyalty to your alma mater increase with the passing of time, and may you remain ever conscious that some of the best and most satisfactory years of your life were spent on this campus. Our paths will soon diverge, but wherever you go, remember that you are a graduate of the University of Minnesota, which status carries with it responsibilities and obligations that will never cease. Because you are graduates of Minnesota, we expect much of you. I am confident you will achieve, and surpass, even our highest expectations. Success and good luck to all of you!

Former Law Teacher Dies

Thomas C. Lavery, Rufus King professor of constitutional law, University of Cincinnati, died May 15 at the age of fifty-one years. Before going to the University of Cincinnati, Dr. Lavery had taught in several law schools including that at the University of Minnesota.

Local Society Names Bryant

John M. Bryant, professor and head of the department of electrical engineering, Institute of Technology, was made a member-emeritus of the Twin City Section, Illuminating Engineering Society, at a recent meeting in Coffman Memorial Union. Professor Bryant first joined the society 29 years ago, in another city and has been a member since May 9, 1913.