

MINNESOTA CHATS



Published by the University of Minnesota for the Parents of Students

VOLUME 27

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NUMBER 1

Dr. W. C. Coffey Describes 'U' Of 75 Years Ago

Glowing Accounts in Local Press Have More Than Materialized

OPENED IN 1869

Address to New Students Pictures Campus in Its First Year

Speaking on "The University: 1869 and Now" President Walter C. Coffey addressed the year's first formal convocation when new students and old, numbering 12 per cent more than a year ago, gathered in Northrop Memorial Auditorium the morning of Thursday, October 5.

Dr. Coffey drew from news stories and editorials in the Minneapolis press and from early bulletins, calendars and "almanacs" of the University of Minnesota abundant factual data to show what the institution was like in its infancy and what the people thought of it. Many of the comments were strikingly, though perhaps not surprisingly, similar to what is said today, especially with respect to problems facing the university.

His address follows:

If in planning the convocation this morning we had paid full attention to all the pertinent details, there would be on the rostrum here before me a magnificent frosted cake, burning brightly with seventy-five maroon and gold candles—for today marks an important anniversary in the history of the University of Minnesota. It was three-quarters of a century ago that the first collegiate students entered here. Although the charter date of the university goes back to 1851, the first class of college students began their studies on the fifteenth of September in the year 1869. Those of you who are entering today, therefore, constitute the diamond jubilee class of freshmen. This, then, is an important date, and it would be quite appropriate if the cake were here, with the seventy-five candles, to symbolize it.

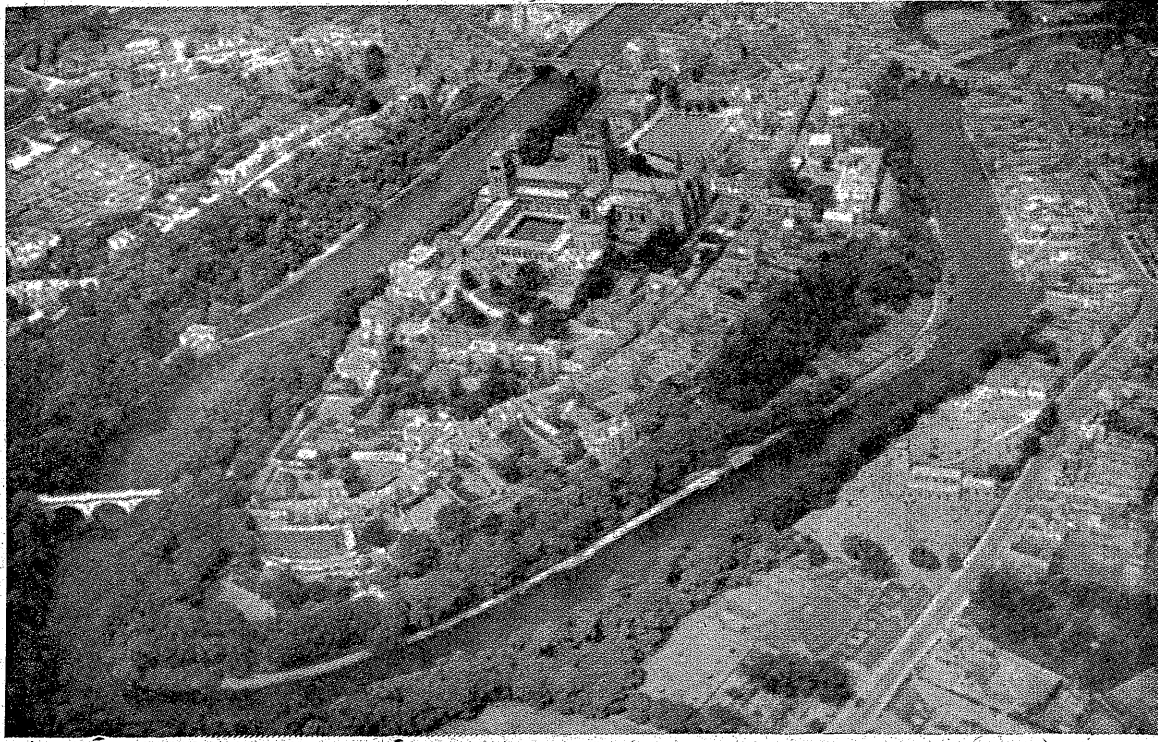
It has always seemed to me that birthdays provide an opportunity to do two things: to have a bit of fun, and to look backward over the years for the purpose of seeing what progress has been made. Sometimes a glance at the past is helpful in understanding the present, and in charting the future. Accordingly, on this anniversary occasion I want to turn our thoughts back to the day when the university was opening its classroom doors for the first time to college students. I think you will find some of the incidents amusing; I am sure that acquaintance with the humble beginnings of the University of Minnesota will increase your pride in the institution as you know it now, seventy-five years later.

For the citizens of the United States, particularly, the world of 1869 was a postwar world. The Civil War had ended. Reconstruction in the South was underway. Ulysses S. Grant was president of the United States. Even though the war was over, disturbing rumblings could be heard that were many years later to eventuate in another war. Thus, just a week after classes began, the "Minneapolis Morning Tribune" (on September 22, 1869) was editorially disturbed about Spain's relations with Cuba, and especially with the failures, as it saw them, of the balance of power theory. What the "Tribune" printed that morning has its overtones for today:

"Whilst our government and people," said the editorial, "have at last settled back to almost primitive conditions of quiet after a period of warfare such as in magnitude and destruction of life was hardly ever known in the history of nations, yet when we look abroad to other nationalities, now, we find there is still about the average amount of disturbance and ferment proceeding from the dissatisfaction of people with

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University Considers Proposal of "Marriage"



An over-all view of lovely Durham

Oh, it's delightful to be married,
To be, to be, to be, to be, to be married,
Ta-ta, ta-ta, etc., etc. (Old Song and not bad)

The University of Minnesota has received a proposal of "marriage," not directly from the stately and beautiful Durham University in England, but indirectly through Dr. Stephen P. Duggan, director of the Institute of International Education.

Seemingly the phrase "married" originated on the British side.

The Institute's proposal has gone to sixteen American universities, whose mates in these unions would be sixteen British universities other than Oxford, Cambridge or the London School of Economics.

In correspondence with President Walter C. Coffey, Dr. Duggan explained that most American students going to Britain to study enter one of the last three universities. Broader international understanding would be created, he suggested, if students entered other good British universities.

The proposal is that the paired institutions each accept a student from the other and pay his tuition and living expenses while he or she is in residence. Dr. Duggan expressed a belief he could find institutional benefactors, such as foundations, to pay the costs of travel.

No Action Yet Taken

At Minnesota the proposal is under consideration, but final approval has not yet been given.

The arrangement would not go into effect until after the war.

Upon petition to the British Information Service, Minnesota Chats was very kindly sent an attractive booklet on Durham University by its warden, James Fitzjames Duff, M.A., M. Ed. LL. D. The booklet shows there to be eight colleges of the university situated at Durham, five for men and three for women, with degrees and post-graduate courses provided in arts, pure science, theology and education. Non-collegiate students and home students are also provided for. Durham cathedral is central to the group of university buildings. Durham is in northern England.

Bit of Durham History

Says the university's brochure: "As far back as the reign of Henry VIII there was a proposal to establish a university in Durham; but it came to nothing. During the Commonwealth the idea of founding a northern university revived; there was some talk of Ripon as its home, but ultimately it was decided that Durham was a more suitable center. Plans were made for a college, and a staff of teachers was chosen; but when there was talk of giving the new foundation the power of granting degrees, the opposition of the two ancient universities was aroused, and this, coupled with the fall of Richard Cromwell, who had granted the college charter, wrecked the scheme.

"The need still remained. For many years after the actual foundation of the University of Durham the annual Calendar began with the words, 'The great and increased population of the north of England and its remoteness from the universities of Oxford and Cambridge long pointed out the expediency of establishing in that part of the kingdom an institution

Continued on page 2, column 4

University Begins 76th Active Year

Increased Attendance in Freshman Class Certain

MORE "VETS" REGISTER

East-Side Housing Situation Shows Dormitory Need

College classes of the University of Minnesota's 76th year began Monday, Oct. 2, with indications that the campus would see more freshmen, more women students and more transfer students from junior colleges than were here last year. It probably will not be until spring quarter that the overall registration shows a gain over the year before, when the leveling effect will be felt of large numbers withdrawn by the army last March when technological deferments were ended.

Activities of freshman week were concluded Sept. 30 and the year's series of special events for students began October 6 when President Walter C. Coffey delivered the annual presidential greeting to new students in the university.

A unique situation was created when the peculiarities of a wartime schedule led to two football games having been played before college was officially opened, those with the Iowa Seahawks (U. S. Naval Pre-Flight School) on September 23 and with the University of Nebraska, September 30.

Dads' Day came Saturday, Oct. 7, day of the Minnesota-Michigan game, and while the annual dinner was a wartime casualty, dads were served coffee and doughnuts immediately after the game in the ballroom of Coffman Memorial Union, conducted the annual meeting of the Minnesota Dads Association, and heard an address by President Walter C. Coffey.

Evening classes of the General Extension Division opened on the same day that daylight classes began, October 2, with prospects for an increased enrollment over the same time a year ago.

Of interest as the college year began was the return of Dr. Theodore C. Blegen to his duties as dean of the Graduate School, where Dean Wilford S. Miller had been in charge during his absence. Also on the list of those returning are Roy G. Blakey, economics, and Emilio C. Le Fort, Spanish. Among interesting appointments were those of Raynard C. Swank as visiting lecturer in the division of library instruction and of John Rood of Athens, Ohio, as lecturer in the department of art education, College of Education. Dr. Swank recently obtained his doctor of philosophy degree in library science from the University of Chicago. Mr. Rood has a national reputation as a sculptor, especially in wood and as an artist in ceramics. He is a distinguished craftsman in other fields also, among them fine printing, which is produced in a shop he owns in Athens.

A change announced last spring goes into effect with the establishment of the departments of concerts and lectures, with James S. Lombard in charge. He will take over the arrangements of management of such cultural and educational activities as the University Artists Course, the Convocation series, special lectures, and the like. Together with this Mr. Lombard continues to direct the department of community service of the General Extension Division.

Described elsewhere in this issue are a new department of general studies in the College of Science, Literature and the Arts, where a committee on general education is also at work. A second course in the humanities has been begun in the Arts College, which will be taught by Professor Joseph Warren Beach.

Veteran Enrollment Up

Between 200 and 300 war veterans will be included in the fall quarter enrollment figures, according to William Randel, executive

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'U' Enrollment Takes Big Bound Total Up 12%

Even the more optimistic members of the University staff expressed surprise when fall quarter enrollment figures as of the close of the first day of classes, Oct. 2, showed an increase of 12 percent over the comparable date a year ago. Overall enrollment was 7,987 compared with 7,140 in the fall of 1943. As reported elsewhere, enrollment of freshmen gained by the much larger figure of 35 percent, more than a third up from 1943.

The total enrollment figure will still gain, as graduate enrollment has only started, according to T. E. Pettengill, acting director of admissions, but the percentage rise will, he believes, remain approximately constant.

Among the larger gains by colleges were 237 in the General College, 391 in the College of Science, Literature and the Arts, 407 in the School of Nursing, in which the government is financing attendance of Army Nurse Cadets, and 138 in the College of Education.

Although it gained materially in freshmen, the Institute of Technology showed a larger total because last fall it had in residence some 700 men who in March went into the armed services following termination of deferments. The Medical School also showed a small decline because of graduation of many of its Army and Navy students. The same was true of the School of Dentistry.

On the campus the change was accepted as marking the end of three years of declining enrollment and also as the first small wave in the great enrollment increase in colleges which he believed certain to come as the war wanes and ends.

Artist in Residence To Be "Lecturer" Keeping Title Clear

John Rood, Athens, O., sculptor and worker in other arts, a national figure whose one-man show in New York last winter was included in the list of ten best of the year, has been appointed to the University of Minnesota faculty as lecturer in art education.

Though no such title exists on the campus at present Mr. Rood will be in effect, "artist in residence" as John Steuart Curry is at the University of Wisconsin. He is also a novelist and painter and his wife owns a press in Athens devoted to fine printing. Mr. Rood's appointment was brought about through the combined efforts of Laurence Schmeckebier, head of the department of fine arts and of Miss Ruth Raymond, art education head.

Work in the arts at the University of Minnesota is now scattered through many departments and colleges, including architecture, engineering, Science, Literature and the Arts, education and the division of home economics. Administrative interest in bringing about closer co-ordination between these efforts, or possibly some form of consolidation, is being shown.

Mr. Rood has been called by art authorities the outstanding American sculptor who works only in wood. He admits that for his own pleasure he works in other materials, but only the statues in wood are shown in his yearly shows in New York. He uses ebony, teak, orangewood and mahogany, but even more often our native woods, such as apple, pear, wild cherry, hickory or beech.

He is an untaught artist—"no one's disciple" who got into wood carving when he found a set of excellent carpenter's tools in the basement of his wife's home in Athens. He now uses regular sculptor's tools also, but clings to the carpenter's tools, which he believes gives his work much of the originality with which it is credited.



John Rood

Press Comments on Embryo 'U' Quoted by President

Continued from page 2, column 3

"The character of the applicants are (the grammatical error is the "Tribune's") . . . The character of the applicants are of a much higher grade than the average heretofore, showing fully that the people of the State appreciate the growing importance of the University.

"The University has been re-organized upon a new basis, and is provided with a faculty embracing some of the best educational men in the West, which must at once give it rank along side of the leading colleges of the country. The following is the faculty:

- Col. W. W. Folwell, President
Rev. Gabriel Campbell, M. A., Professor of Moral and Intellectual Philosophy and German
Edward H. Twining, Professor of Chemistry
Vassar J. Walker, Professor of Latin
Rev. Jabez Brooks, Professor of Greek
A. B. Donaldson, Professor of Rhetoric and English Literature
Col. W. W. Folwell, Professor of Mathematics.
Maj. General R. W. Johnson, Professor of Military Science
Professor A. M. Beardsley, Assistant Professor.

(The newspaper does not indicate Professor Beardsley's subjects, which were mathematics and industrial drawing.)

University Had Been "Repaired"

Continuing the quotation: "During the vacation the University" (which I should say was housed in one building, Old Main, which stood where Shevlin Hall now stands) . . . "the University has been repaired, and placed in as good condition as possible for the fall term. Rooms have been fitted up in the first story for Professor Twining's chemistry department, embracing a laboratory and recitation room, the apparatus for which is now arriving.

"The library, which has heretofore (been) located on this floor will be removed to the third story where a pleasant suite of rooms has been fitted up for it, one for the library and the other for the reading room. It is expected that the valuable library belonging to Dr. Tappan, of Ann Arbor, Michigan, will be added to the University Library. Professor Campbell, who has just returned from the East, examined this library and was so well pleased with it that he will strongly urge its purchase. It contains 3,000 volumes and will be a great addition to the University." (Which, incidentally, gives some insight into the way in which our great library, with more than a million volumes, had its beginnings.)

"Immediately opposite the Library on the same floor is the Museum, which is of the same size as the Library. The Museum now has some fine collections from the Smithsonian Institute, and more will be added from other sources from time to time."

The account then concludes with this paragraph: "It is the aim of the Regents and also the faculty to make the University a leading institute of learning, and as such the pride and honor of our growing and prosperous young State, and with the hearty cooperation of our people it can be done. It is extremely gratifying to know that the prospects for the fall term are so flattering. Already all the rooms in the University are taken by scholars from abroad; but there are plenty of private boarding houses near by, where board and rooms can be obtained. The legislature will soon have to provide for the erection of larger buildings, in order to accommodate the rapid increase of scholars."

Hopes Have Been Realized

How fully the hopes with respect to the future of the university as expressed in this account of the first entering class have been realized, we have only to look about us to see. Of how completely pertinent even today is the plea for legislative support to meet increasing student needs, we are all fully conscious. The people of this state have cherished and supported their university, as its growth in seventy-five years so magnificently demonstrates. There is no reason to believe they will support it less well in the future, for the tasks a university performs for the state it serves grow more numerous and pressing every year. The university needs the support of the people for its welfare; the people need the services of the university for their welfare.

What of the students in that first collegiate class? The news-

paper made no reference to their numbers, but our university archives reveal that there were only 18 students at the college level. In the preparatory department there were 194. The total enrollment was thus 212 — 138 men and 74 women.

The university in these early years printed a modest little announcement bulletin which provided some information for the students. However, more important than this was the university almanac, which presumably every student possessed, and which gave him full instructions concerning the university, and much more besides. The first such handbook was issued for the year 1871. It was called "The University of Minnesota Almanac," and was computed specially for the State of Minnesota." It sold for twenty cents, and in addition to the general information it contained many pages of advertising. The student of 1869, for example, in turning the pages to plan his academic program, might dream also of the possibilities suggested by the advertisement of the Saint Paul & Pacific Railroad Company, which offered for sale one million acres of land, in plots of 40 to 80 acres and upwards, at six to twelve dollars per acre. And he could, as he dreamed, read where house furnishings might be bought for his cherished vine-covered cottage!

The "Almanac" proper begins with two pages of astronomical calculations, indicating among other bits of data that there would be four eclipses during the year. The university calendar was included, from which we learn that in 1870 classes began on September 6, and the first term ran until December 23. Work was resumed on January 2, and continued until April 21. The spring term was from May 2 to June 30. The college year, you thus observe, was much longer than at present.

Then come month by month and day by day calendars; when the sun rose and when it set; likewise the moon. The entering freshman, perhaps with thoughts romantic, could ascertain from his college

bulletin when the moon would be full over the Mississippi. Liberally sprinkled through these pages are classic and edifying quotations, Macaulay on "The Influence of Athens," Rufus Choate on "University Education," W. H. Seward on the "Promise of the Northwest," "Roman Agriculture," and many others in similar vein.

Facts Concerning Minnesota

The incoming student could learn, too, of the chronology of Minnesota; of its important dates and significant figures. Here, also, were figures on the weather, designed apparently to prove that Minnesota winters are not as severe as commonly believed. "For," remarks the editor, "only once in five years has the thermometer marked 40 degrees below zero," while the mean temperature is 13 above.

Then follow the data concerning the university itself, beginning with an historical sketch. There is other detail, concerning the organization of the university, and its faculty, but we must pass this by to touch briefly matters that will be more engaging to you as students.

First of all, there was no tuition charge for attending the university.

Again, candidates for admission to the collegiate department had to be at least 14 years old, and they were given what were stated as "rigorous" entrance examinations in reading, writing, spelling, arithmetic and elementary algebra, United States history, geography, and English or Latin grammar. Applications for admittance had to be submitted by parents or guardians, who indicated in writing their intention not to withdraw the students except for illness or unavoidable necessity. This parental pledge then continued: "I further engage (that is to say, promise) that if admitted he will be regular and punctual in attendance upon all proper duties and exercises; that he will refrain from injuring or defacing the grounds, buildings, enclosures and furniture of the university; and

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

that he will return all books . . ."

Board Was \$4 Per Week

As for living quarters, it is announced that board in the best families "is now \$4 per week." A few rooms were available in university quarters for the students. These, the "Almanac" states, are "furnished with bedstead and mattress, wash-stand, table, and stove at \$3 per term." A term, you will recall, was approximately four months! Students in these university quarters were then encouraged to form boarding clubs, for which a dining room and kitchen were provided. "The cost," it is indicated, "to each member has not exceeded \$2 per week." Our own contemporary problems of student housing cannot be so simply solved, but special consideration of how we are to meet the needs of students for adequate room and board, now and increasingly in the postwar period, is growing daily more urgent.

The curriculum, as you would surmise from the titles of the professors, was heavily in the classical tradition. And yet it unquestionably laid good foundations for the lives of those who successfully pursued it. I suspect that there was more rigid intellectual discipline in those days, and perhaps a sharper focus of instruction. Those are good features, and it may well be that we have swung too far in the other direction in our modern education.

Such was the university three-quarters of a century ago. And what did the people think of their university in 1869? On the Satur-

day following the opening of the first collegiate classes, the "Minneapolis Morning Tribune" contained a long editorial, "The Cause of Education and the State University." Here, at last, was one expression of opinion. "The public schools and the state university," the writer began, "have just entered upon their regular sessions; and if there is one reason, more than almost any other which could be named, why the citizens of Minnesota should felicitate themselves as in the possession of extraordinary advantages, based upon forethought and enlightened legislation, it is the present, and especially the prospective chances afforded their children for an education, equal—to say the least of it—of many communities elsewhere, for centuries past, the very gatherers and dispensers of knowledge."

The editorial then proceeds to point out in flamboyant language that through educational opportunities one may rise "from rags to riches." But there must, it is argued, be means to achieve these ends, a fact that is recognized in Minnesota by provision of institutions that dispense "light and knowledge."

"U" a "Very Pharos"

And then the writer continues: "As the exemplar and head of these institutions of learning in the state, then, the university, located at St. Anthony, must of course hold the first place. Intended to promote a higher course of study than in most cases our youth can devote time to acquire, it must and should be, the very pharos or beacon light of the whole noble system, honored and countenanced in every way by those whom its very presence in the State honors in turn.

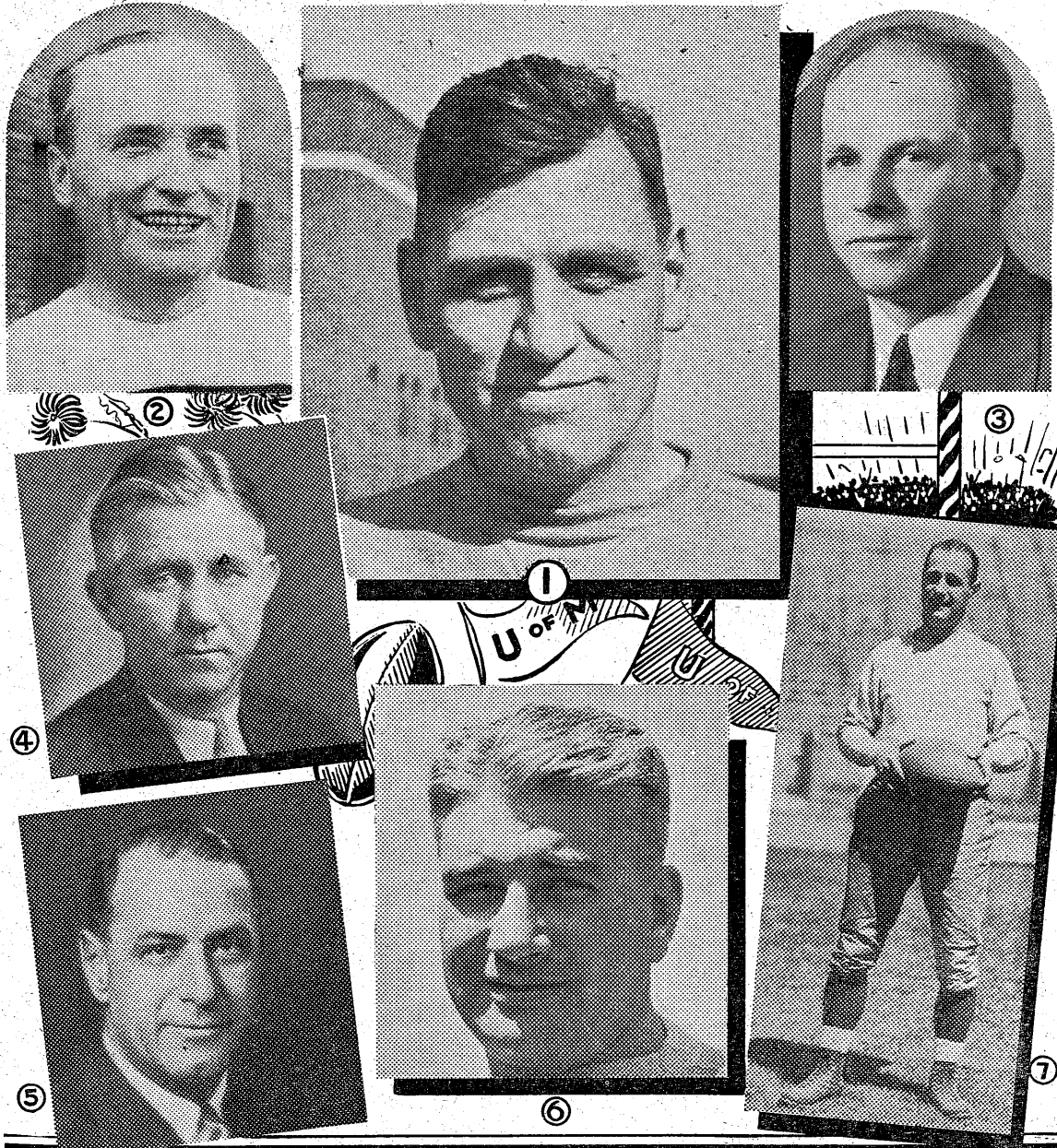
"And that our views of what it is capable of doing to advance the already high standard of education in the State still higher are correct, only a glance at the list of distinguished names placed at its head will prove. No charlatans or impossible theorists in the walks of science, their very presence there is a guaranty of power; of usefulness, cheering for the citizen to contemplate; and although as a thoroughly organized institution of learning, it is at last only beginning its career, it must, with the means so liberally placed at its disposal by the State, at once take high rank as a training ground for the youth of the commonwealth.

"Let every lad in the State, then, wisely ambitious of a good, perhaps a glorious future, no matter what are his disabilities and discouragements at present, keep his eye steadily fixed on this noble institution of learning, as upon that great and comprehensive good he is to turn to in after years; let him look upon it as the true source of power and usefulness."

Honestly, I do not know what more than that I could say to the people of Minnesota today, or to you as I welcome you as new students. This university has sought to serve the people well—the students and the non-student citizens alike. It is, as the editorial put it seventy-five years ago, a source of power and usefulness to the state. That is what a great university should be. I can only hope that this brief anniversary review of the past out of which the university of today has emerged will serve to renew the faith in their university that the citizens have cherished these many years. I can only hope that somehow I have enabled you to catch a flash, a fleeting glimpse, of the significance that can be attached to a great educational institution. I hope, too, that a backward glance at the beginnings of the University of Minnesota has awakened in you a deep appreciation of the advantages that are yours this morning as you begin your careers as Minnesota students.

It has been a pleasant anniversary occasion. Figuratively I now blow out the candles and cut our birthday cake. The time is at hand to sample the good things that are before us.

Here's Hauser With Opposing Coaches of '44 Season



Well, here is Dr. George Hauser, known as "the best line coach in America," also head coach at the University of Minnesota, and the coaches of the six Western Conference universities whose teams will oppose the Gophers in their 1944 schedule. No. 1, Dr. Hauser; No. 2, Slip Madigan, new head-

coach at Iowa, formerly at St. Mary's in California; No. 3, Carroll C. Widdoes, coach at Ohio State University during absence in military service of Headcoach Paul Brown; No. 4, "Bo" McMillin, famous old player and headcoach at Indiana University; No. 5, Herbert Orrin (Fritz) Crisler, one-time coach at Minnesota, later at Princeton, now at Michi-

gan; No. 6, Lynn (Pappy) Waldorf, able headcoach at Northwestern University; No. 7, the genial Harry Stuhldreher, one-time member of the immortal "Four Horsemen" of Notre Dame, and for several years past headcoach, University of Wisconsin. Madigan and Widdoes are the newcomers in 1944 to Conference headcoachships.

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NUMBER 2

President Asks Solemn V-E Response

No Time for Wild Emotions He Says; Rest of War Still to Be Won

President Walter C. Coffey of the University of Minnesota issued a statement Oct. 14 calling on the university community to conduct itself on V-E day with calmness and due regard for the great numbers of American soldiers and sailors still to be facing death in other theaters of war. He also appointed a committee to prepare a brief program in Northrop Memorial Auditorium to be conducted when the long-awaited day arrives. Jean Danaher, president of the all-university student council, Edmund G. Williamson, dean of students, and E. B. Pierce, secretary of the General Alumni association, were named.

President Coffey said: "It is possible that within a matter of weeks or months we shall receive the news flash that the Germans have capitulated and that the European phase of the war has ended. Those will be welcome words, and they will bring relief and consolation to millions of human hearts in this country and throughout the world. The European war will be over!

"And what should our response as a university be to that dramatic news? Even though the war may not be ended for some time, it is well to give thought to this question.

Not to Be War's End
"It is my deep conviction that announcement of the defeat of Germany is no proper time for unseemly emotional display. The end of fighting with Nazi Germany is not the end of the war. American soldiers will still be fighting and dying in the war against Japan, and what reason have we to lose ourselves in delirious delight when our own sons are still facing death and the enemy? Why should we, whose sacrifices relatively have been slight, rush madly into celebrations for a task but yet half done?"

"No. Rather, the victory over Germany should imbue us with a solemn determination to carry forward the fight. Instead of releasing our energies in pointless jubilation, it should focus our efforts all the more directly upon the yet unwon war with Japan. Re-emphasis on seriousness of purpose rather than unrestrained celebration should characterize V-E day.

Not Even for a Day
"All that I am saying applies especially to a university. It would not be in keeping with the traditions of a university such as ours were we under present circumstances to abandon our purposes, even for one day. Nor would it be in keeping with the attitudes of service and devotion to duty that have been expressed over and over again in the letters I have received from alumni and former students of this university, who have been fighting grimly on every front. We must not forget what they will think of us.

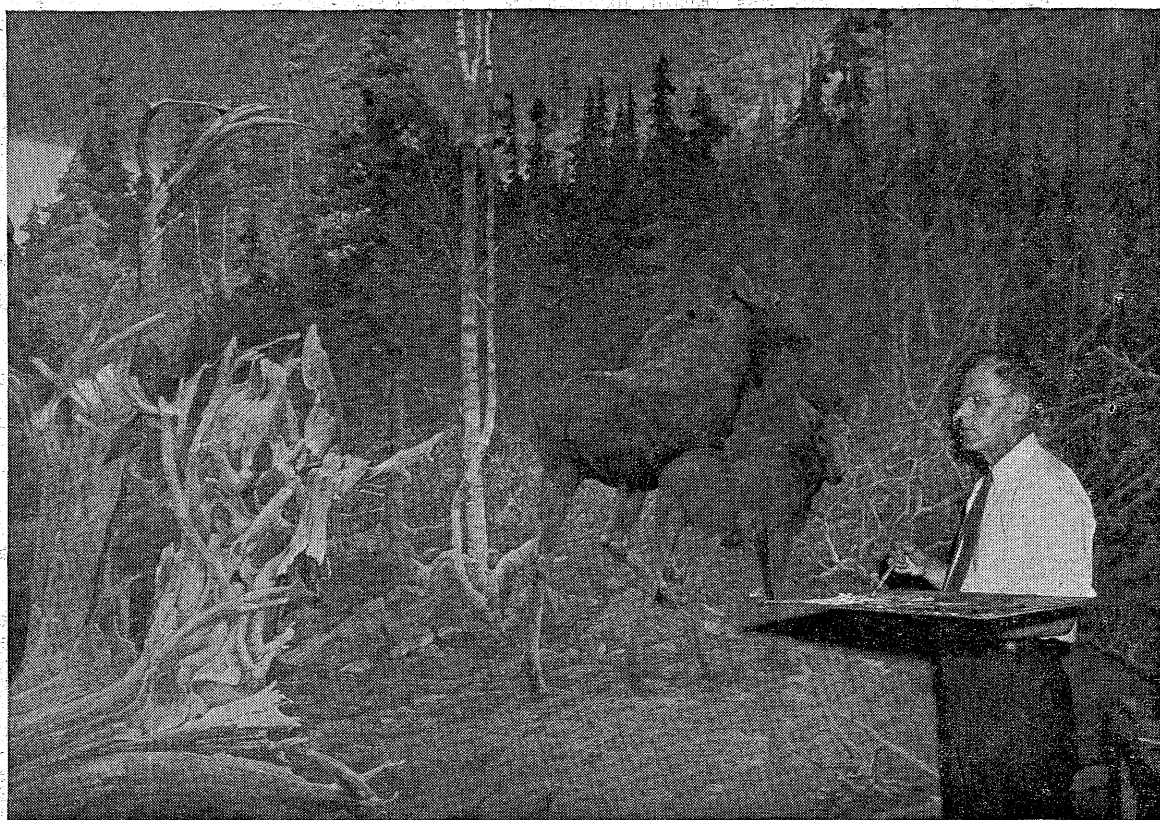
"I am therefore urging that when the big news comes the university, mindful of its obligations, continue steadfastly on its regular schedule of activity. No more fitting expression of our appreciation of the significance of victory could be given than to remain devotedly at our work, and in remembering what still lies ahead, to pledge ourselves to the relentless completion of that task.

"I am asking Miss Jean Danaher, president of the All University Student Council, Dr. E. G. Williamson as dean of students, and Mr. E. B. Pierce, chairman of the committee on functions, to serve as an over-all committee to formulate a plan, possibly for gathering together in Northrop Memorial Auditorium for one hour to give thanks for victory thus far."

Supplementing President Coffey's remarks, Professor Charles Bird, psychologist, told the Minnesota Daily:

"I have scattered on my desk many letters from servicemen overseas," Dr. Bird says, "and frankly, some of these writers are

Jaques, Depicter of Nature, Works on Museum Moose Group



Francis Lee Jaques, with his wife, Florence Page Jaques, has just produced another in their distinguished series of outdoor books on the north country, namely, "Snowshow Country," published, like the others, by the University of Minnesota Press. The text is again by Mrs. Jaques and the superlatively good drawings in black and white by Mr. Jaques. Minnesota Chats will describe the volume in more detail in a later issue, but does not hesitate to say that it will be an admirable accession to anyone's book collection, whether received as a Christmas gift or by personal purchase. Above Mr. Jaques is shown painting the background for the new Minnesota moose group in the Minnesota Museum of Natural History on the University of Minnesota campus. The full scene shows Gunflint lake, which geographically places the moose and her calf in Canada, but it's a short and easy swim anyway, and Chats is the last to stir up any international problems with election so near at hand. While on the campus last summer Mr. Jaques also painted the background for a smaller group which is to show that unusual bird, the swallow-tailed kite, bluffs of the Mississippi in the Winona area being the model. The moose themselves will be inserted in the former group as soon as suitable specimens have been obtained.

Health Diary May Save Life Says Mayo Foundation Man

Dr. Robertson, Pathologist, Urges Record of Ills Be Kept

Keeping a diary may save your life, according to Dr. H. E. Robertson, pathological anatomist at the Mayo Foundation—that is, if it is a health diary.

sore at the idea of the home people making use of the day to tear loose in wild celebration."

President Walter C. Coffey, several days ago proposed that campus heads get together and plan a "gathering together" in Northrop auditorium on V-E day. Dr. Bird maintains that we should carry the idea farther. Factories could observe a five-minute silence period. The entire scheme of a victory-in-Europe day could be enlarged to fit a community scale.

Dr. Bird maintains that little or nothing has been done about planning for V-E day and that what the character of the event will be certainly depends upon the plans we make now.

"We are part of a total process. The war, covering the world, and the winning of it is naturally the final goal. Bound into that process is every person who has a stake in the war. How can one part of the process take the day off and tear loose without impairing the furthering of the process? Victory in Europe is an occasion for dedication to the finishing of an unwon war." That is Dr. Bird's opinion.

Dr. Bird remembers from the last war how, when news of the armistice reached Parisians, he saw people cry whom he had never seen show signs of emotional strain before. And there was little celebration in the trenches—the front-line trenches.

Independence day this year was celebrated without show. There were no firecrackers and the mood of the Fourth was quieter. When V-E day comes as it must, many people will attend church. That is one form of celebration.

And any man who gets down on his knees in thankfulness on V-E day is going to have company. Soldiers in all ranks will be doing the same thing.

Doctors seldom know enough about the health records of a patient's past and many an obscure illness of the present, or sudden death, would be avoided if each of us kept a more or less detailed health diary as an aid to our attending physician, he says.

The idea that keeping one's mind on health to the extent of writing a record might lead to overdoing worry over health must be ruled out, Dr. Robertson believes, inasmuch as the air waves and the newspapers and magazines are filled today with health advice and reminders of illness.

Fill Out Blank Spaces

"Every individual who consults a doctor presents blank spaces in his history which, if they could be properly filled out, would be of inestimable value in the diagnosis as well as the treatment of the illness at hand," he said.

Of the patient's childhood, the parents should have kept a record, and those who have not should start a record of the child's periods of ill-health, which he may continue when he grows up.

"If he suffered from scarlet fever the fact that he recovered and

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Dr. George A. Thiel

Homecoming Wartime Style Set for Nov. 4

Northwestern Grads to Join Gophers at Cafeteria Dinner

GAME TO BE CLOSE

Nothing "Salvageable" Will Be Burned in Big "Pepfire"

The major campus event of the fall quarter, Homecoming, will be on a somewhat enlarged scale this year as compared to 1943 but will in some degree still be restricted by wartime conditions.

Activities will be on November 3 and 4, Friday and Saturday, with the Minnesota-Northwestern football game Saturday as the leading attraction.

Help shortage in Coffman Union food services has made it necessary to serve the annual Homecoming dinner cafeteria style in the union cafeteria, E. B. Pierce, alumni secretary, has announced. Alumni of Northwestern University will join the Minnesota grads at the dinner and football coaches and athletic directors of both institutions will be asked to attend.

"Welcome home to the Biermans" will be the keynote of the alumni dinner, at which Mr. and Mrs. Bernard W. Bierman will be guests of honor. "Tug" Wilson, athletic director, Lynn Waldorf, football coach, and Charles Ward, Northwestern alumni secretary.

The major student events of Friday will be the Varsity Show in Northrop Memorial Auditorium that evening, following the dinner. Possession of a Homecoming ribbon will admit to the show.

Between halves at the football game on Saturday, exercises will be conducted by the student Homecoming committee, winding up with the presentation of the "queen" who will be selected from among nominees of the ten campus organizations that have sold most homecoming ribbons. Buttons and pins are out because of restrictions on necessary materials.

Saturday at 9 p. m. the Homecoming dance will be conducted by the committee with Fletcher Henderson's band in the main ballroom and that of Bob Hewitt in the smaller ballroom.

Homecoming officials have announced that absolutely no salvageable materials will be used in the bonfire that will follow the Varsity Show Friday night.

Special band formations for the football game are being worked out.

Usual meeting of the statewide advisory committee of the General Alumni association has been dropped this year because of transportation problems, Pierce said.

Members of the Homecoming executive committee are: Ann Young, general chairman; Winifred Anderson and Kathleen Walsh, co-office chairmen; Karl Doeringfeld, ribbon sales; Dorothy Dugas, for Varsity Show; Doris Norman, for between-halves program; Barbara Robertson, dance chairman; F. John Taylor, chairman for University Farm; Jerry Ustruck, for bonfire and pepfest; Wally Carpenter, decorations; Joan Keaveny, publicity.

Traditional campus decorations and competitive decorations on sorority houses will be erected, Miss Young said. Fraternity houses, some of which are soon to be turned back to the students, probably will not be decorated.

Both beaten this year by Michigan, against which Minnesota made a slightly better record than Northwestern, the Homecoming opponents appear to be evenly matched teams which may present for the spectators the hardest fought and most sensational game of the year.

Conduct of such activities as Homecoming is not viewed as a breach of good taste in time of war, but rather as a part of the program of maintaining the pattern of life on the home front and a contribution to civilian morale.

Arts College Names Heads Of Departments

New chairmen for two departments in the College of Science, Literature and the Arts, University of Minnesota and a new director of the Minnesota State Geological Survey were announced today by President Walter C. Coffey.

Frank F. Grout, professor of geology and mineralogy, will direct the state survey to whose projects he has given over 30 summers of investigation. Professor George A. Thiel becomes chairman of the department of geology. Both positions were left vacant by the retirement of Professor William H. Emmons.

Ernst C. Abbe, associate professor of botany, becomes chairman of that department following the retirement of Dr. Carl O. Rosendahl.

Dr. Grout, who has been a member of the geology faculty since 1907, is a graduate of Minnesota, class of 1904, and holds the Ph.D. degree from Yale. Among his many contributions to the knowledge of Minnesota geology have been his studies of clays and of the geology of northern St. Louis county, above the Mesabe range. During the first world war he served on the committee on mineral exports and imports, U. S. shipping board.

Dr. Thiel is also a graduate of Minnesota, from which he obtained the Ph.D. degree in 1923. He has a reputation as a brilliant lecturer on general geology and general science. Sedimentation is his specialty. There are many research papers to his credit.

Professor Abbe, a native of Washington, D. C., with graduate degrees from Cornell and Harvard, joined the Minnesota faculty of botany in 1936. He has led a Minnesota botanical expedition to the shores of Hudson's Bay and has been on other exploring missions to Labrador, northern Alberta, British Columbia and the Panama Canal zone. He is one of the well-known younger members of the faculty.

MINNESOTA CHATS

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Dean Thomas Says Selectivity Must Increase

Head of Arts College Senior Division Presents View of Higher Education

Like the English language, education is living and dynamic. It changes, and there are always differences of opinion as to what should be changed, what retained. In the following address by Dr. Joseph M. Thomas, assistant dean for the senior college; University of Minnesota College of Science, Literature and the Arts, that veteran educator forcefully states one view of the problem of deciding whom to educate and how these should be selected. It is an enlightening presentation of the theory that education should be more selective than it is and should have as a primary aim the development of leaders. He presented this paper before the University of Minnesota's annual Alumnae Institute, held last spring in the Center for Continuation study.

The first part of Dean Thomas's talk follows. The remainder will be printed in the next issue of Minnesota Chats. His topic was "A Metaphorical Kick in the Seat of the Hypothetical Pants."

I am asked to announce that my appearance on this program under University auspices does not constitute an endorsement of my opinions by any University authority. These opinions are usually unpopular, and the position which I shall attempt to defend this morning will probably be considered absolutely heretical. I am here as a quixotic demonstration of academic freedom of speech, "a voice crying in the wilderness."

A recent experience with a college under-graduate provided the genesis of this address and also the undignified title for it. A few years ago a young woman who had done her college preparatory work in Minneapolis transferred here after two years in an eastern college. I had been told in advance that she was an exceptionally able student who labored under the delusion that a high scholarship average inevitably carried with it a social stigma. It implied that the recipient was a mere "grade-getter"; that like the pace-setter in industry he was disloyal to his fellow-workers by co-operating with their unsympathetic employer in his effort to exploit them for his selfish ends. This is a long-established tradition in school and college. It early evoked the deprecatory epithet "greasy-grind"; it found expression in "the gentleman's grade"—the absolute minimum required for graduation—which was set up as the ideal of the socially-minded college student.

This student's transcript of advanced standing showed that she had grades of "B" except in two courses. In answer to my inquiry about the two grades of "C," she replied: "Well, I had to keep off the Dean's [honor] list, didn't I?" Then the wrath descended, and the winds blew and beat upon that student.

Two years later she was graduated Phi Beta Kappa, also Summa Cum Laude, and great was the gratitude of her parents thereat. Her father wrote me a personal note of thanks. More unprecedented still he wrote both to the dean and to the president. Later he asked me, "What did you do to —?" I replied, "Nothing, except to give her a kick in the pants now and then." His wife looked shocked, and I hastened to add, "Of course, it was only a metaphorical kick." To which the father responded, "The pants were only hypothetical." Hence the title, "A Metaphorical Kick in the Hypothetical Pants," and my proffered solution for the shortcomings of college education.

Such excessive gratitude for what was not a special favor but simply a duty too often neglected has been well expressed by Wordsworth:

"I've heard of hearts unkind, kind deeds

Continued on page 4, column 1

University of Minnesota Chancellor-Elect



Dr. James Lewis Morrill

Fall Series of 'U' Press Books Shows Diversity in Subject Matter

Volume by Miss Jackson of English Department Wins National Attention

"The Faith and Fire Within Us," by Professor Elizabeth Jackson, "Snowshoe Country," another in the series of illustrated books on the woodlands and lakes which Frances Lee Jaques and Florence Page Jaques do so well, "Amphibians and Reptiles of Minnesota," by Dr. W. J. Breckenridge, curator of the Minnesota Museum of Natural History, "The Geology and Underground Waters of Southern Minnesota," a monograph of the Minnesota Geological Survey, by Professor George Thiel are four timely and readable volumes just published by the University of Minnesota Press.

A Spanish comedy, "El Conde don Pero Velez y don Sancho el Deseado," edited by Richard Hubbell Olmsted, and an advanced Russian reader, in that tongue "From Pushkin to Tolstoy," compiled by Professor Konstantin Reichardt, add variety and a touch of international interest to the list.

No words for common characterization of so varied a list are possible, nor is there any single point of view from which they may all be examined, yet, measured by what its author has tried to do, a permissible criterion in any work of art or science, each is a successful and important book.

Miss Jackson's book has been favorably reviewed in the Saturday Review of Literature and other periodicals of literary news and analysis. Of "The Faith and Fire Within Us," she herself says in a foreword, "Here are a few hundred quotations (out of what might have been many thousands) all bearing in some way or other on the interpretation of modern America. They will suggest, among other things, I hope, the variety and complexity of our intellectual ancestry, the continuity of English and American thinking, the constant interrelation of literature and life, and the importance in our civilization of that liberty which Milton put above all others, 'the liberty to know, to utter and to

argue freely according to conscience.'" This is a general characterization of the book, but it overlooks the extensive contributions of her own analysis and thought with which Miss Jackson connects the quotations wherewith she illustrates the various subjects of thought and opinion with which she deals. Starting with "Such people as we are," these topics are: "The English-speaking peoples," "Liberty and the tradition," "Of goodness," "Courage," "Sons of Martha," "The New Atlantis," "Education," "Build Jerusalem," "I do well to be angry," "The ways of peace," and "Faith and fire."

So many examples of great thinking, greatly expressed, and interpreted with fine intelligence in the author's copy, will make a feast of reading for those who have time for other topics than the war, the movies and current flippancies.

New Outdoor Book

The new book by the Jaques, mentioned in the last issue of "Chats," is an account of their spending the late autumn and then winter to mid-January in camps and cabins on the Minnesota-Ontario border, the longest stretch at Gunflint Lake with a final period at Rainy Lake. The peace (and also the jollity) of the winter woods is aptly described by Mrs. Jaques, who has an unquestionably honest and emotional admiration for wild nature. Mr. Jaques' black and white illustrations can only be called superb.

The Geological Survey monograph by Dr. Thiel, new head of the University of Minnesota's department of geology, has been produced to bring up to date knowledge about the water supply and underground waters of Minnesota as far north as the Anoka-Wright-Meeker tier of counties, something that has not been done since 1907 when a joint study was made by the University of Minnesota and the United States Geological Survey and published as part of Water Supply, Paper No. 256, of that survey. Says Thiel:

"Since that report was published there has been a marked development in agriculture and

Continued on page 2, column 3

'U' Enrollment In Gain Over '43 Pettengill Shows

Increasing somewhat more than had been anticipated, enrollment at the University of Minnesota was up between 13 and 14 per cent Nov. 1 by comparison with the attendance of a year ago.

It reached 8,679 students of whom 2,338 were men and 6,341 women.

This does not include army and navy students on the campus of whom the Dental and Medical schools have a considerable number.

Compilations by T. E. Pettengill, acting registrar, showed that there are also 15,346 "non-collegiate" students, among these being those in evening classes, correspondence courses, schools of agriculture and the like, who with the regular students in the undergraduate and graduate schools, 8,679 as given, make the grand total 24,025.

Ordinary enrollment figures, however, are only those of the collegiate students.

By schools and colleges attendance of college students was as follows: General 544; University College 74; Arts College, 3,280; Institute of Technology 606; Agriculture, Forestry and Home Economics, 619; Law, 67; Medicine 131; Medical Technology 133; Physical Therapy 9; Public Health 1; X-ray Technology 3; Pharmacy 59; Dental Hygienists 62; Dentistry 170; Education 824; Business Administration 139; Graduate School 677. Counting Army and Navy students the Medical School had a total of 564 and Dentistry 228.

Sub-collegiate units and extension classes had the following numbers: Schools of Agriculture—Central 245; Northwest 392; West Central 421; North Central 83; University high school 343; Nursery school and Kindergarten of the Institute of Child Welfare 80; Agricultural short courses 1,220; Evening extension classes 4,429; Extension short course 12; Correspondence Study 7,411; Center for Continuation Study 321; EMSWT contract courses 2,810.

Twenty Win Fee Awards

Twenty students, whose names were announced recently by George B. Risty, director of the bureau of student loans and scholarships, will have their tuitions and other incidental fees paid for the fall quarter as a result of the awards from the Noyes fund.

This fund provides that such payments will be made to veterans of the first World War or their "direct blood descendants," on the basis of academic achievement, financial need, character and vocational promise in the student's chosen field of study.

The awards are made each quarter by the bureau, which has direct control over the funds and decides which applicants receive the scholarships. Since its beginning in 1928, such items were decided by a national trust fund, but in 1937 the local bureau assumed supervision of all such matters, and separate funds were transferred for the use of this University.

Included in the group for this quarter are three freshmen, six sophomores, four juniors and seven seniors. Mr. Risty announced that applications for the winter quarter must be filed on or before December 15, 1944.

Those who received awards for this quarter are James G. Anderson, Technology junior; Margaret Chant, Arts junior; Jean Danaher, Arts senior; Eldena Eilers, Arts senior; Marian L. Erickson, Arts freshman; Cynthia Gilbert, Arts sophomore; Jeannette Hendrickson, Arts freshman; Rosemarie Henley, Arts sophomore; Virginia E. Hulce, General college, sophomore; Lorraine M. King, Education senior; Jean Levy, Technology sophomore; Doris Naes, Education senior; Marilyn R. Nelson, Home Economics senior; Mary L. Nelson, Arts freshman; Dorothy J. Pettitt, Education senior; Naomi Quevillon, Arts junior; Lucille

James L. Morrill New Chancellor Of University

President of University of Wyoming to Come to New Post July 1 Next

ONCE OSU OFFICIAL

Long Experience in Administration and Public Relations Found, Snyder Says

James Lewis Morrill, president of the University of Wyoming since 1942, has accepted the chancellorship of the University of Minnesota to take office July 1, 1945, and has been released to that end by the trustees of the University of Wyoming, Fred B. Snyder of Minneapolis, presiding officer of the Board of Regents and chairman of the committee on a new president, announced on November 13. He will be the University of Minnesota's eighth president. The term chancellor was used in the appointment because it is employed in the 1851 statute which governs operation of the university.

The problem of finding a new president has concerned the Board of Regents since the death of President Lotus D. Coffman in the fall of 1938. Since that time the presidency has been held, successively, by two of the best-known veteran deans on the campus, Drs. Guy Stanton Ford and Walter C. Coffey. Before President Coffey reached the age limit last spring his term had been extended one year, to June 30, 1945.

On the regents' committee on president with Mr. Snyder were Regents Albert J. Lobb of Rochester, Sheldon V. Wood of Minneapolis, Dr. E. E. Novak of New Prague and A. J. Olson of Renville. The committee's recommendation to the board was unanimous, Mr. Snyder announced, and the vote of the board electing Dr. Morrill was also unanimous.

Chancellor Morrill will be paid \$15,000 a year plus use of the house at 1005 Fifth Street S. E. and the usual provisions covering sabbatical leave, retirement payments, and the like which accrue with the office.

Regent Snyder's Statement
"It has been our endeavor," Mr. Snyder said, "to find a chancellor who is not only a true gentleman of high standing in the educational world but who has had experience both in university administration and in the field of public relations. Dr. Morrill admirably meets these qualifications. Not only has he the highest recommendations but I and other members of the committee have met him and know him for a fine and able man of temperate judgment, one who will get along with people."

Prior to his going to the University of Wyoming, Chancellor Morrill, who holds the LL.D. degree from Miami (Ohio) University, had his main educational experience at the Ohio State University, where he served as alumni secretary and editor from 1919 to 1928, also teaching in the departments of journalism and education, 1925-'29, was junior dean of the College of Education, 1928-'32, when he became vice-president in which position he continued until he went to Wyoming in 1942.

He was graduated from the Ohio State University in 1913 and did further graduate work there between 1928 and 1932.

Dr. Morrill was born September 24, 1891, in Marion, Ohio, the son of Harrison Delmont and Mary (Lewis) Morrill. He and Miss Freda Rhodes were married June 22, 1915, and they have three children, John Rhodes, Mary Louise and Sylvia.

Started as Newspaper Man
The new chancellor got his start in newspaper work doing reporting, copy reading and the like and then becoming political and legislative correspondent for the Cleveland.

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Snyder, Medical Technology senior; Ellen I. Stockwell, Arts sophomore; Virginia Taylor, Arts junior; and Eleanor A. Walsh, Arts sophomore.

Continued from page 1, column 5
land Press, of which he later was city editor and acting managing editor. From 1917 to 1919 he also was executive secretary of the United States Food Administration in Ohio and of the Ohio branch, Council of National Defense.

Chancellor Morrill is a member of the Ohio State University Research Foundation, of the advisory board, Geological Survey of Wyoming, is chairman of the Committee on institutional organization and policy of the Association of Land Grant Colleges and Universities and is active in the North Central Association of Colleges and Secondary Schools.

He is a member of the Wyoming Education association, the Newcomen society, American branch, Phi Beta Kappa, Phi Delta Kappa, Alpha Psi Delta, Sigma Delta Chi, Alpha Sigma Phi, Phi Eta Sigma and Phi Delta Epsilon. He is a Presbyterian. His clubs are the University Club of Denver, Colo., and Rotary club. He has been a frequent contributor to educational journals.

Telegram of Acceptance

In reply to Regent Snyder's invitation, which was issued after the trustees of the University of Wyoming had agreed to release Dr. Morrill, the latter wired his acceptance in these words:

"In answer to your wire of November 13 extending the invitation, on behalf of the Board of Regents, to become president of the University of Minnesota, I hereby accept and ask you to convey to the members of the board my appreciation of their confidence and my pledge of every effort and every element of competence at my command to justify that confidence.

"I am deeply confident of the great challenge and the high honor involved. There is no greater opportunity and no more responsible assignment in all American higher education than the Minnesota post. It will require the best that anyone can muster to measure up I fully recognize—the best in capacity and devotion and leadership.

"I look forward to service with the Board of Regents, with the distinguished and competent faculty and staff, with the students and alumni and with the people of Minnesota in helping develop the greater future of the university."

Crack Chorister Works on Campus

Twin City area high school students and teachers interested in choral music had an opportunity to enjoy the advice and direction of a youthful "sensation" of choral direction during the week of Oct. 23.

Bob Shaw, still less than 30, who made a reputation directing choruses in Hollywood, spent the week on the University of Minnesota campus and directed two major community sings, one Thursday evening, Oct. 26, in the St. Paul Auditorium as a feature of the meetings of the Minnesota Education Association, and one Saturday evening in Northrop Memorial Auditorium on the University of Minnesota campus.

Big Call for Sports News

Sports news of every kind and factual data on past sports events for the sake of settling arguments seem to be the principal non-military interest of our men overseas (next, of course, to Mom) members of the University of Minnesota athletic department agree. They answer scores of letters from soldiers and sailors asking the exact score of that 1933 game and who made the final touchdown or the winning basket. In a gabfest on this theme Dr. George Hauser, Lou Keller, Marsh Ryman and Jim Kelly were in complete agreement. Their decision checks also with the statements of twin city sports editors, namely, that they have a flood of mail regarding matters sporting. Joined with the natural interest of the men and, probably, their longing to be back where they can watch such things, is the facts that they get into arguments and place, as one wrote "many pounds sterling" on the outcome of the differences of opinion. On this account all answers are made as accurate as possible that no one may be gypped.

The chief of the preventive medicine services, Army Service Forces, Brigadier General James S. Simmons, will present the annual Journal-Lancet lecture of the medical school, University of Minnesota, Thursday, December 7, at 8 p. m. "Recent advances in the control of insect-borne diseases" will be his subject. General Simmons will speak in the auditorium of the Museum of Natural History.

School Test for "Nisei" Dropped

The United States Army has lifted all requirements for army approval before Japanese of American citizenship may be admitted to the University of Minnesota as students or employees, President Walter C. Coffey has been informed. Since last December "Nisei" have been admitted only after approval by the office of the provost marshal general and before that, since Pearl Harbor, not at all.

Malcolm M. Willey, academic vice-president, reported to university officials that something over 300 Japanese-Americans have applied for permission to work or study at Minnesota of whom about one-fifth were turned down. Many of the others have entered as students and some as employees. He thinks it likely that clearance will now be given those to whom admission was formerly refused.

The university board of deans expressed unanimous concurrence with the action of the war department, though no action by them was required.

Longley Bred Chrysanthemums

Types of chrysanthemums can be raised in Minnesota thanks to Lewis E. Longley, assistant professor of horticulture, who "hybridizes" the flowers.

Ordinary chrysanthemums will not grow this far north, because they will not bud when days are long, and short days here mean killing frosts.

Plants similar to chrysanthemums which will grow in this climate were obtained from the Wyoming department of agriculture station and crossed by Professor Longley.

The delicate job of crossing is done by cutting off the bloom and putting pollen from the desired plant on the pistil of another. To do this accurately, Professor Longley wears glasses which extend from the nose on a long metal piece with magnifying glasses at the end.

Seeds from the desired plant are carefully cultivated and a good growth is multiplied rapidly by propagation from side cuttings growing around the plant.

Although the horticulture department cannot sell its wares, the results of its experiments can be seen on lapels throughout the stadium.

"Stu." Olson Gets Medal

Stuart O. Olson of Zumbrota, ensign, United States Naval Reserve, now on duty in the Pacific, was named as 1944 winner of the Conference Medal of the University of Minnesota, awarded annually for all-around athletic and personal ability. Olson was catcher on the 1942 and 1943 baseball teams, was acting captain last year and would have won his third baseball letter this spring. He was graduated in August, 1943, with a bachelor of science in economics degree from the School of Business Administration. L. F. Keller, acting director, explained that the medal went to a graduate because he was a member of the class that is graduating this spring until he entered an accelerated course to prepare for naval service. Ens. Olson had nearly a "B" average in his grades and was described by his coaches as unusually cooperative "a good team man."

Five Minnesota Scientists Starred

Five faculty members of the University of Minnesota are among 255 American scientists whose names have been starred in the current new edition of the bibliographical dictionary, "American Men of Science," Dean Malcolm W. Willey announced. The compilation was reported by the magazine, "Science." Named from Minnesota are Professors Lee I. Smith, chemistry; John W. Gruner, geology; Alfred O. C. Nier, physics; Maurice B. Visscher, physiology, and Burrhus F. Skinner, psychology. All are still on the Minnesota faculty, although Dr. Skinner is on temporary leave doing special researches for General Mills, Inc.

Miss Densford on Commission

Miss Katherine J. Densford, head of the School of Nursing, University of Minnesota, has been named to membership on a commission recommended by the American Hospital association to study hospital facilities and services the country over. Dr. Thomas Gates, president of the University of Pennsylvania, is the commission's chairman. First meeting of the organization was in Philadelphia, August 1. Its headquarters is in Chicago.

'U' Press Books Show Diversity

Continued from page 1, column 3

great progress in industry, each with an accompanying increase in the public and private demand for water.

"By assembling and correlating the data now available from outcrops and well records it is possible not only to evaluate the hydrologic properties of the various rock formations but also to estimate the capacities of underground reservoirs and predict the rate of movement of confined waters in the natural underground conduits. In communities for which the data at hand are not sufficient to warrant a definite assertion, a statement of probabilities will serve better than none as a basis for prospecting for underground water. Proceeding in a haphazard manner commonly results in the careless expenditure of public and private funds.

"In this report an attempt is made to present sufficient data on the principles of occurrence and movement of ground water to give an engineer or contractor in charge of the development of a supply of water for a municipality or an industry an insight into some of the main concepts of hydrology. A comprehensive discussion of hydrologic laws cannot be included in a report of this type," he said, "but references are given to more recent articles dealing with problems related to ground water."

Of Richard Hubbell Olmsted's edition of Luis Velez de Guevara's comedy, the University Press says: "This critical edition was scheduled for publication as Volume Ten of the famous Spanish series of plays called "Teatro Antiguo," edited by the Spanish scholar, Ramon Menendez Pidal. But during the Spanish civil war the plates disappeared from the publishing house in Madrid. This American edition was taken in part from the Spanish page proofs sent to Dr. Olmsted and in part from a careful transcript made by him from the original manuscript in Madrid."

Dr. Reichardt's "From Pushkin to Tolstoy" is a recognition of the notably increased interest in studying Russian that has become evident in this country. It is made up of excerpts from the works of seven celebrated Russian authors of the past century.

Our State's Snakes and Reptiles

Sixteen species of snakes are native to the state of Minnesota, but of the lot only one, the timber or banded rattlesnake, fairly common in southeastern Minnesota, is the only one that is a menace to life. The massasauga, or swamp rattlesnake, is equally deadly, but only two specimens of it have ever been preserved after capture here, both from Wabasha county, the last in 1937.

Southeastern and south central Minnesota, from Blue Earth county to Houston county, and the immediate valley of the Mississippi up to the Twin Cities or a little above, is the area in which all of the snakes known to live in Minnesota may be found. Only a few are much more widely spread.

These are data included in a new study by Dr. Walter J. Breckenridge, curator of the Minnesota Museum of Natural History on the campus of the University of Minnesota, entitled "Reptiles and Amphibians of Minnesota" and published by the University of Minnesota Press.

Other Minnesota snakes are, he says, two ring necked snakes, the eastern and prairie; two hog-nose snakes, the eastern and western; the smooth green snake, blue racer, pilot black snake, fox snake, bull snake, which lives along the river up to about Little Falls, milk snake, common water snake, brown or Dekay's snake, red bellied snake, which ranges widely over the state, plains garter snake, common and red-bellied garter snakes, which have the widest range, and the two types of rattle snake already mentioned.

The only snakes that are shown by Dr. Breckenridge's maps to have a statewide range are the red-bellied snake, common garter snake and red-sided garter snake.

His study also describes the frogs, toads, lizards and turtles of Minnesota, of which there are many. The book contains a chapter on treatment of reptiles in captivity.

Water's Industrial Importance

Pertinent to Dr. Thiel's volume, a recent Washington dispatch to The New York Herald-Tribune stated that the tremendous rate of water consumption in modern industry has been spotlighted by war production. One airplane factory now in operation requires 20,000,000 gallons of water daily for its cooling system alone which em-

Col. Kent Nelson Veteran Officer, Dies on Campus

Col. Kent Nelson, 68, 521 Sixth avenue S.E., died of heart attack Nov. 11 at Memorial stadium a few minutes after start of Minnesota-Indiana football game. He was with his daughter, Augusta Nelson, Winona, and Col. Harry L. King, head of university military activities.

Col. Nelson, who had a record of 43 years of continuous service in the army medical corps, was a graduate of University of Minnesota medical school in 1900 and commissioned lieutenant in 1901.

He served three tours, totaling six years, in the Philippines and also served in France during the World war.

From 1926 to 1930 he was stationed at the university, followed by two years in the Philippines. He returned to Fort Snelling as post surgeon in 1932 and later transferred to Omaha as Seventh corps area surgeon, where he was retired in 1940. The next day he was recalled to active duty.

Col. Nelson has been actively supporting retention of the army unit at the university.

A son, Lt. Col. Robert S. Nelson, is commanding officer of 331st medical group, Fort Jackson, S. C.

Col. Nelson's second retirement had been approved by the War Department only a few days before he died.

Small Airports Big Problem

Because the United States needs 2,600 new airports for postwar aviation, all but about 500 of them in the smaller cities, while an additional 1,400 ports will have to be improved, problems of financing and operating these airports is of major significance, according to Julius M. Nolte, University of Minnesota Extension director, who helped arrange a three-day institute on municipal airport problems Nov. 9, 10 and 11, at the Center for Continuation Study.

Municipal and state officials, aviation engineers and teachers, managers of airports spoke on the program, which was opened by L. L. Schroeder, aviation commissioner, with a talk on "The place of the small municipality in state and national aviation development."

Alfred M. Wilson of Minneapolis-Honeywell company, Robert Aldrich, director of the Minneapolis-St. Paul municipal airport commission, Orville C. Peterson, attorney, and Frank J. Indihar of Gil-

phasizes the importance of a scientific knowledge of the sources of water vital to the countless projects being charted by post-war planners.

The Water Resources Branch of the United States Geological Survey, an agency organized fifty years ago, has collected a storehouse of information of vast use to both public officials and industrialists in the planning of a post-war world. It has its own post-war plans, too, and they envisage the use of a large number of physically disabled veterans in a long-needed project of compiling and correlating the agency's vast store of information about water sources in America, gathered over the years.

The Survey, like that in Minnesota, also is developing plans to enable its water experts to cope with the expected tremendous demand for information of all kinds about water in the post-war period, when, according to the report, "information on a national scale concerning the water supply will be a controlling factor in deciding where to locate new factories or to relocate old ones."

The survey, of course, does not seek to advise companies as to where a factory should be located. Its function is to gather and interpret facts, and to make them available to the public. In its study of the nation's water supply there are two aspects, both of industrial importance—quantity and quality. Agency experts have found that, despite the prodigious requirements of industry, the nation as a whole is amply supplied with water, the average amount that runs back to the sea providing a theoretical per capita supply of 10,500 gallons daily, which is 100 times ordinary consumption.

But the report adds, it is impossible to take full advantage of the natural resources, and the supply, abundant as it is, is unevenly distributed.

U. S. "Boy Crop" 67% in Rural Area Scoutmaster Says

Sixty-seven per cent of the American "boy crop" is in rural areas with only 33 per cent in cities, including even the largest, Elmaar H. Bakken, national executive for rural areas of the Boy Scouts of America, told northwest leaders of rural scouting at a breakfast for them given by President Walter C. Coffey at the University of Minnesota. Scout executives from Region 10, including Minnesota, the Dakotas, and parts of adjoining states attended. President Coffey is a member of the national council on rural scouting.

Bakken said the Scout organization is trying to place troops in strategic locations throughout rural areas so that any boy in America may find it possible to be a scout if he so wishes. He stressed scouting as a great guide toward co-operative human endeavor and pointed out also, that in a manner wholly non-sectarian it "turns boys' faces towards the church."

He also expressed the opinion that rural scouting, by bringing new satisfactions to the boy in country areas, is a factor in keeping boys on the farm.

During the year that closed last July 31, Scouting gained more members than in any prior year, Dr. E. K. Fretwell, new top, national scout executive, said at the meeting. Gain for the year was 15.9 per cent nationally and 15.2 per cent in Region 10. Since the Boy Scouts of America were formally organized in 1910, he said, more than 12,000,000 boys have passed the tests. Today there are 1,750,000 active scouts and a third of a million "cubs," boys under 12 years, in the movement.

Gov. Edward J. Thye told the gathering that in his service as a member of the state pardon board he had never reviewed the case of any criminal who has belonged to the Boy Scouts or to a 4-H club, indicating, he said, that boys in such groups do not take the wrong road.

President Coffey pointed out that rural scouting is not competitive with but is a complement to the work of 4-H clubs.

Among others present was Charles Sommers of St. Paul, chairman of Region 10 and a member of the national council on rural scouting.

bert, president of the League of Minnesota Municipalities, were among other speakers.

"The buzz bomb" was discussed by Professor John D. Akerman, head of the department of aeronautical engineering, University of Minnesota.

Assuming the federal government will provide partial financial aid for the construction of ports, means of raising the remainder is a major problem, Nolte said.

Get After Barberrry In Next Two Months

October and November are two of the most favorable months of the year for discovering the rust susceptible barberry bush which has a price on its head in 75 Minnesota counties, says L. W. Melander, state leader of barberry eradication. He points out that this outlaw barberry stays green longer than most other shrubs and can be spotted easily in the late fall by persons roaming the countryside.

Hunters and hikers or 4-H members and school children making a project of barberry hunting can earn bounties in most Minnesota counties by learning to recognize this shrub and reporting discoveries to county authorities.

Beltrami county is the most recent to announce a bounty for barberry discovery, says Melander. The shrub is known to be host to stem rusts that cause great destruction to wheat, barley, oats and rye crops. It has also been found that this host shrub is involved in the development of new and more destructive strains of rust.

Discusses Internship

Dr. C. D. Creevy, medical school, took part in a symposium on "Internship as a requirement for the medical degree" at recent meetings in Detroit of the Association of American Medical Colleges. The University of Minnesota was the first to establish in its medical school a requirement that students must spend a year as interns before receiving the M.D. It has been in effect here since 1918. Dean Harold S. Diehl at the same meetings took part in a discussion of the problems of postwar adjustments in medical education.

Regents Approve 2-Year Courses; Receive Gifts

Adopt New Form of Procedure on Plan for Mayo Memorial Building

PRAISED BY ARMY

Surgeon General Says Minnesota Hospital Unit in Italy Doing Well

The Board of Regents of the University of Minnesota, meeting Nov. 4, established a group of two-year terminal courses in the Institute of Technology requested by the United States Veterans Administration, but open to other students as well as veterans, with the provision that those who have done well in the short courses may apply for admission to the regular professional program of instruction.

The basic idea of the courses is to provide sub-professional training for students, particularly veterans, who wish to prepare for practical and applied technical work in industry, in the contracting and construction field, public works and engineering offices. Graduates will be, in effect, engineering aides. The courses will run for six quarters coincident with regular university terms.

The board also voted that Japanese students who are children of persons forcibly removed from their homes on the west coast shall be considered resident students and pay resident tuition, inasmuch as the parents have no residence. Upon return of the parents to a regular residence the son or daughter would be considered a resident of that state and would pay non-resident tuition fees if the home were outside Minnesota, which in practically every instance it would be.

Upon request of the International Brotherhood of Electrical workers the regents requested Governor Edward J. Thye to appoint an impartial investigator to consider a question of seniority among electrical workers employed by the university. This has been done.

Regents A. J. Olson of Renville and Dr. E. E. Novak of New Prague were named to attend the annual meetings of the Association of Governing Boards of State Universities, which met Nov. 14, 15, 16 in Iowa City, Ia. The board also appointed Dr. Myron M. Weaver, physician in the Students Health Service, to serve part-time as assistant dean (acting) in the Health Service and in the Medical School. He will replace temporarily Dr. C. D. Creevy, who was given permission to devote additional time to private practice.

Gift Honors Late Dean

The university received from Mrs. John B. Johnston, widow of the well-known one-time dean of the College of Science, Literature and the Arts, a gift of \$8,000 with which to establish the John B. Johnston lectureship in neurology in the Medical School. Dr. Johnston was a neurologist in the Medical School for some years before being chosen by President George Edgar Vincent to head the Arts college, and his "Johnston Papers" on neurology are considered an important contribution to that field of science. Gifts exceeding \$2,500 were received toward the William Harvey Emmons fund, for the benefit of the department of geology. Dr. Emmons retired last June after many years of distinguished service as head of the department of geology and the Minnesota Geological Survey. Among other gifts was one of \$1,250 for the Sears-Roebuck Agricultural scholarships.

Materials for the University Library were received from Mrs. Emily Abbott, 900 Sixth St. S. E., Minneapolis; Mrs. R. W. Webb, 201 Ridgewood Ave., Minneapolis; Mrs. Frederick Hein, 219 Lexington Avenue, St. Paul, and Dr. F. L. Palmer, 529 Lincoln Ave., St. Paul. A gift of 141 volumes to the Law Library was acknowledged from Sam J. Levy, 2510 Rand Tower.

Consideration was given in executive session to the requests for support, building program and the like which will be made of the 1945 Legislature when it assembles in January.

Adopt Mayo Memorial Plan

A substitute resolution covering procedures in a forthcoming campaign for gifts wherewith to erect a Mayo Memorial building on the university campus was adopted as follows:

Resolved, that the Committee of Founders of the Mayo Memorial

Three Other Widely Known Minnesota Presidents



Dr. Guy Stanton Ford



President Walter C. Coffey



The Late Dr. L. D. Coffman

Above are shown the two most recent and the present heads of the University of Minnesota. President Coffman served from 1920 to 1938; President Ford from then until 1941, and since then President Coffey has held the position. In the 25 years which the incumbencies of these men will have covered by next June the university has made great progress and growth.

Coming on WLB - Dial 770

The University of Minnesota Radio Station, WLB, is currently offering several outstanding discussion programs on a wide variety of topics. Every Monday at four p. m. "Braintrust," the British Broadcasting corporation's "Information Please," is broadcast. WLB has received special permission to re-broadcast "Braintrust," and is the only station carrying this program in this area.

Tuesday at one p. m., through special arrangements with the Columbia Broadcasting System, WLB presents "Invitation to Learning," a discussion of books and authors, by eminent authorities. "The People's Platform," another CBS feature, is broadcast Wednesday afternoons at 4.

The university faculty, under the direction of Professor Frank Rarig, chairman of the Department of Speech, conducts a weekly round-table program on "The World We Want." Every third Friday this program originates in the auditorium of Murphy Hall on the University of Minnesota campus, and the public is invited to participate. These five programs, one each day, Monday through Friday, constitute a part of the public service broadcasting being done daily by WLB . . . 770 on your dial.

U. of M. indicating our appreciation for such consideration and courtesy."

Surgeon General's Letter

"I have recently returned from my second overseas inspection trip this year to the North African and European Theaters of Operations. During these inspections I had the opportunity to review every phase of the medical service overseas from the work of the first aid man at the front all the way back to the loading of hospital ships and airplanes on which the most seriously wounded are returned to this country for definitive treatment.

"The entire country has good reason to be proud of the fine work which our doctors, nurses, and corps men are performing. Time and again, the wounded called this to my attention, and I had many opportunities to judge of their splendid contributions myself.

"You have particular reason to be proud of this work because your university contributed so much to the high standards of medical care which the Army is now, in this hour of need, able to make available to its fighting men. Time and again, the superior work which the affiliated medical units are performing was there for me to see and what I was unable to observe personally was related to me repeatedly by the theater surgeons and their consulting staffs.

"I realize what a serious deprivation it has been for your university to meet its manifold responsibilities with so many of its ablest members in the 26th General Hospital. I do want you to know, however, that your contribution has been of inestimable value to the Army Medical Service, particularly to our soldier patients."

City Pastor Gives Advice On Marriage

"Unselfishness is the key word in a successful and happy marriage," according to Reverend Henry Lewis, pastor of the Lake Harriet Methodist church, who spoke on "The Adventure of Marriage" at the opening meeting of the "marriage course" at the University YMCA.

Mr. Lewis commented that the word "love" has been spoiled in modern usage and has lost original connotation making "unselfishness" more significant. He considers the latter word the key of experience in life. "You work against each other when selfishness enters marriage," he said.

"The whole business of marriage starts way back in life," the pastor continued. "The path chosen in youth will determine future behavior. A successful marriage is guaranteed when each of the partners thinks of the other's happiness and comfort. Failure will be the result otherwise.

"According to the study made by the Burgess clinic of marital happiness, the greatest single factor in marriage is the home from which each person has come," Mr. Lewis pointed out. "Broken homes make great handicaps for children when they get ready to marry. One out of every five homes in Minnesota is broken or now breaking up."

"Thinking in terms of how well you get along with people now is a good test of how you will adjust to married life," Mr. Lewis said. "Present reaction patterns will be reflected in future actions.

"You can fall into mud puddles, but you should climb into love," the pastor continued. "Falling in love is a thrilling emotional experience, but it lacks the stability that results when two people grow together."

He declared that happiness can only result if the two persons involved can be really proud of each other and can grow in life together. There is need for a common interest to bring out naturalness and sincerity to know what lies ahead in marriage.

In considering war marriages, Mr. Lewis commented that there is need for open eyes and mind. Real love can laugh at problems, but all the dangerous possibilities must be realized. He advised that quick marriages where couples are together only a short time are likely to result in serious adjustment difficulties when they are brought together again.

In conclusion, Mr. Lewis pointed out the need for inner ties above and beyond the marriage vows. He said that the blending of lives gives fellowship whether the two people are together or apart. The devotion of the two persons for each other should be superceded by a devotion to God, thus making the individual self-critical and making for stronger unity in the home.

Alumni Dine At Homecoming

Ray J. Quinlivan of St. Cloud, member of the University of Minnesota board of regents, was toastmaster at the annual Homecoming alumni banquet which was held in the cafeteria of Coffman Memorial Union Friday, Nov. 3.

Guests of honor included Tug Wilson, Lynn Waldorf and Charles Ward, Northwestern coaches and officials, and Mr. and Mrs. Bernard W. Bierman, with "welcome home to the Biermans" the theme.

A Varsity show, staged by students was put on in Northrop Auditorium following the dinner, and a bonfire and pepfest followed the show.

Veterans Will Change Picture

Brigadier General Frank T. Hines, Veterans Administrator, has estimated that the number of returned veterans who will take advantage of the educational provisions of Public Law 346 (the "GI bill") will be between 1,000,000 and 1,500,000, depending upon employment conditions at the time of demobilization. Several hundred thousand wounded veterans, he adds in the current "Journal of Educational Sociology," will also be eligible for education under the more liberal provisions of Public Law 16.

When those estimates are placed beside the normal student population of the country, a picture of the problem facing college administrations begins to emerge. In the period 1929-'40, before the selective service act had begun to deplete campuses, there were about 1,400,000 college and university students. Enrollment curves had been climbing steadily for twenty-five years. Assuming that the curve remains unbroken during the war years, normal student registrations for the year after the war will be somewhat higher than in 1939-'40. In the meantime almost no new faculty members have been trained to replace men who have resigned, retired or died, and there has been virtually no expansion of college plants.

The prospect of an enrollment double that of peace time presents problems of educational planning which have no precedent, says Dr. Harry Woodburn Chase of New York University.

ASTP Reserve Must Ask by Jan. 1

Two contingents of soldiers who will be trained in the French and German languages for service as military police under the office of the provost marshal general have arrived on the University of Minnesota campus, Col. Harry L. King, commandant, announced. Their work for the army will be as investigators.

Col. King also announced that January 1 has been set as the final time when young men soon to graduate from high school may apply for admission to the Army Specialized Training Reserve program. This is the program for boys not over 17 years, nine months of age who will be graduated from a high school prior to March 1, 1945, and who will be available for assignment to ASTRP by that date.

If accepted after being tested such boys may be assigned to from one to three training periods of 12 weeks.

Annual Medical Meeting Held

The yearly general faculty meeting of the University of Minnesota Medical School was held Nov. 16 at 8 p. m. in the auditorium of the Museum of Natural History. Curriculum and enrollment problems, including consideration of refresher and graduate courses for doctors when they return from war were discussed. The meeting also heard Col. Joseph Borg, chief of the medical service of the University of Minnesota unit, 26th General Hospital, now in Italy. Col. Borg, resident of St. Paul, is home on leave. Mayo Memorial and other prospective new buildings for the medical group came up for consideration.

Will Elucidate Income Taxes

Professor Henry Rottschaefer, University of Minnesota Law School, Haynor Larson, Minneapolis attorney, and federal and state experts on income taxation and tax appeals will be heard during the annual postgraduate legal course in income taxation to be held December 11-16 in the Center for Continuation Study. One session will be devoted to income tax accounting for lawyers who are preparing returns. Estate and inheritance taxation will be covered as well as the major aspects of income taxation, A. R. Holst, continuation center head, announced.

Dean Thomas Discusses Education Before Alumnae

Continued from page 1, column 1
With coldness still returning:
Alas! the gratitude of men
Hath oftener left me mourning."

Would Stimulate Ablest

The faculty of the College of Science, Literature and the Arts may well mourn that the policy of the University and the conditions under which they work give them so little opportunity to single out the ablest students and stimulate them to develop their latent—and too often dormant—ability.

Mr. Willey in a preceding speech has already called attention to the tremendous increase in enrollment in high schools and in colleges. Since 1890 schools have multiplied and enrollments increased by leaps and bounds. In 1938 there were 7,000,000 high school pupils—nearly twenty times as many as in 1890. Not only have the numbers increased, but there has also been a steadily increasing percentage of high school graduates who go on to college. During the same period enrollment in higher education increased from 156,756 to 1,350,595, or nearly nine times. Statistical studies of trends in education agree that "we must expect a still larger proportion of students to finish high school and in turn larger proportions to enter and finish college."

A half-century ago the college student body was a highly selected group from the small proportion of the population that were graduated from high school. Moreover, it was, so far as previous preparations was concerned, a homogeneous group. The colleges dictated not only the courses a student must take but also the authors and books that he must study to be eligible for admission. Now, most colleges, certainly state universities, are mere continuation schools carrying on where high schools leave off.

The traditional policy of the University is that because it is supported by the state it is necessarily a part of the public-school system. Hence it is obligated to accept any high-school graduate and to allow him to demonstrate whether or not he is capable of doing work of collegiate calibre. The work of the freshman year—at least—in college under a policy of unrestricted admission is conditioned by the content of the high-school curriculum, by its standards of scholarship, by the intellectual potentialities and, most important of all, by the work habits and seriousness of purpose of its graduates.

But the standards of the University cannot be determined solely by local conditions. Its graduates will be in competition with those of all other universities in the country. If they wish to enter a professional school or graduate school elsewhere, they should be accepted without condition. If any under-graduate desires to transfer to another college, he should be able to do so without loss of time and of credits. The state is proud of its University, and it would never condone the passive acceptance by University authorities of the rank of a second- or third-rate institution.

Dilemma for the Faculty

The faculty is thus confronted by a dilemma. It must take all applicants for admission; it must maintain comparatively high standards for graduation. The result is that the work of the first year, or perhaps two years, is a probationary period; its function is to screen out those who for various reasons are incapable of doing work of acceptable quality. Notwithstanding the opinion of students and of parents to the contrary, the faculty is made up of human beings. They are sympathetic with students who make a conscientious effort; they have more than the normal endowment of altruism or they would not be teachers. They have a reputation for efficiency either to attain or to maintain. They conscientiously endeavor to bring as large a proportion of a class as possible up to a passing grade. Their teaching must, under such conditions, be aimed at the level of the lowest half of a class; the greater share of individual instruction is given to the failures and near-failures. Only in sporadic cases are they able to single out the exceptional student and to stimulate him to work worthy of his powers.

Even so the mortality has been appalling. Statistics for the years 1923-1927 show that of 2,212 who finished the freshman year, excluding all those who dropped out, only 898 or less than 41 per cent had an average of "C," which is required for graduation. Dean J. B. Johnston began in 1915 a study of the records of students in high

school and college in an effort to discover some criterion by which he could predict the probable success or failure of applicants for admission to college. After twelve years he arrived at a minimum standing in what he called the College Aptitude Rating that enabled him to foretell, with an error of only one per cent, those who would surely fail. This "C.A.R." is the average of a student's percentile rank in high school and his percentile rank in the College Aptitude Test. The latter is given to all seniors in high school; it is a simple test measuring largely the knowledge of the meaning of words. To quote from Dean Johnston's report "Who Should Go to College?" published in 1930: "If a student has a rating between 36 and 50 his chance of success in college is about one in six. If his rating is between 26 and 35 his chance is less than one in ten, while if his rating is not above 25 he has only one chance in one hundred."

Here apparently a method was provided by which the college could initiate a rational selective system, break the lock-step with the secondary schools, save the wasted time, money, and effort lost in attempting to educate at the college level those who are not properly qualified, and avoid the frustration and humiliation that come to students and their parents through failure.

But the University still adhered to the doctrine that every student even although foredoomed to failure should have his chance. For four years the lowest group was admitted but not as candidates for a degree, and they were limited in their choice of courses to those which could be taught inexpensively in large lecture groups. Finally in 1932 the General College was established to free the other colleges from the incubus of these students. When Dean Johnston announced to the faculty the organization of this new unit, he urged the faculty to withhold any public criticism of it. What authority could not enforce, charity induced.

Current Arts College Practice

Since 1932 the College of Science, Literature, and the Arts has practically refused admission to all applicants with a C.A.R. rating below 30; since 1935 the Institute of Technology has required a high-school percentile rank of 40 or above for admission without examination. This policy of exclusion has also accelerated the voluntary selection by students themselves, so that now according to the latest survey (of students entering in 1937) the estimated median intelligence quotient of S. L. and A. freshmen is 123 as compared with that of 109 for high school graduates. The same report also states "the academic mortality is consistently high." For the whole university it was 36 per cent of freshmen in 1920 and 33 per cent in 1937—a very slight improvement.

Moreover the policy of exclusion has not reduced the number of students attending. The College of Science, Literature, and the Arts reached its peak enrollment in 1939-1940, the last pre-war year. The Committee on Education made a report in October, 1943, to the University Senate on the probable growth of the University in the post-war period. It predicted that if the war ends during the academic year 1945-1946, there will be in 1950-1951 a total of 24,500 students, an increase of 7,000 over the previous highest figure. According to those best informed we are to have constantly increasing numbers, with a slightly rising relative intelligence, but also only a slight diminution in mortality. The same report says: "Unless grade school and high school training changes, it seems of doubtful value either to the state or to the individual to encourage a higher percentage of high school graduates to enter the present university curricula. Many students enter who are unsuited by ability or temperament to complete present curricula."

This suggestion that training in the public schools might be changed for the better is an exceedingly mild and tactful statement of the dissatisfaction which is ordinarily expressed by college professors in sub-profane language. The favorite indoor sport of both secondary and college teachers is berating one another for the ineffectiveness of their teaching. A good example of the spirit of these criticisms is found in the following passage from an article by Dean William C. DeVane of Yale College:

"... students now graduate from our public high schools un-

able to write, read, or speak English; unable to cope with mathematical problems which require algebra and trigonometry in a time when we are in dire need of these commodities; unable to read or speak fluently any foreign language in a time when to be provincial is to be only partially alive; unable to remember, much less to understand, a few facts about the history of their country; unable to think clearly, and too undisciplined to behave considerately; ungrounded in the intellectual virtues. It is true that there are extenuating circumstances. We have asked the teachers to educate enormous masses of socially undigested populations, and we have paid them very poorly for their pains. It is little wonder that in their difficulties they succumbed to the soft theories of soft educators. Because some subjects, such as mathematics, were deemed hard, our children have been spared the pain of learning them.

"It is clear that our high schools need to have their share in the great common curriculum redefined for them. The schools should not find it too difficult to lay out a core of common studies, good for all their pupils whether they are going on to college or not."

Who Are 'Soft Educators'?

As a fellow-teacher of English, I admire and am curious about Dean DeVane's beautifully ambiguous phrase "soft educators." Does it mean soft of heart or soft of head? Or, as I suspect, both? Anyhow, he has dealt a smart blow to the devil to whose machinations the traditionalists attribute all the ills to which modern education is heir. One can speak only with awe of his proposed program for the high schools. No one can doubt that it would adequately prepare students for college; in fact, it might as standards are now, even qualify them for a degree. But it would take more than the advice of a college dean or even a fiat of all college faculties to perform the miracle of restoring this dead classical tradition to life.

Former President George E. Vincent of the University of Minnesota in a Phi Beta Kappa address at Harvard in 1930, with his usual perspicuity, said, "A liberal education is never of one pattern. No two of its representatives are just alike."

"And above all it is not merely a question of studies. . . . Friends of liberal education are coming to agree that subjects are means not ends, that all of the fundamental pursuits may contribute to a liberal education, although certain of them are essential to any well-rounded view of human life. But the vital things are attitude, spirit and aim, not so much kind or quantity of information."

Dean DeVane does not blame the high-school teachers for the poor training of their pupils. We have asked them "to educate enormous masses of socially undigested populations." The ever-growing popular demand for a longer, and supposedly more advanced, training springs from the laudable and characteristic ambition of American parents that their children shall have, at no matter what sacrifice, the best possible preparation. They believe implicitly in the value of education. They hope that it will provide that equality of opportunity which in most cases was denied to them.

Not Fault of Teachers

This unquestioning faith in our public schools, more particularly our high schools, might be justifiable if the teachers themselves had any share in determining the policy, the curriculum, and the standards of the schools in which they teach. In smaller cities the superintendent is an autocratic ruler. In the larger cities, there is a sort of feudalism, with its descending order of loyalties; superintendents, assistant superintendents, supervisors, co-ordinators, principals, assistant principals—and teachers. In whatever criticism I may make of the high schools, I wish now to state emphatically that I have no intention of reflecting on the teachers in them. I know intimately many of the teachers in Twim City high school. I have worked with the teachers of English, many of whom are former students of mine. They are far better teachers—better trained, more professionally-minded, more conscious of their social responsibility—than the teachers I had or than I myself was.

The first error in policy of our public schools is the erroneous assumption that all pupils are equally capable of being educated, that they can all progress at a uniform

MINNESOTA CHATS

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Berry Plants Need Care Now

Gardeners who have gone in for strawberries and raspberries have a little job of "winterizing" to add to the routine tasks of putting on storm windows and winter-proofing the family car. This reminder comes from T. S. Weir of the horticulture division at University Farm. Berry plants should not be left to shift for themselves when the north wind begins to howl and the ground freezes hard.

On the other hand, it doesn't pay to be too generous with protection when getting the strawberries set for the dormant season, Weir says. Light frosts are beneficial in helping the plants to become acclimated to the forthcoming frigid weather. The three- or four-inch mulch of straw, marsh grass or other course material should not be put on until colder than 20 degree weather is in prospect. As a precaution against sudden changes in weather, Weir advises that the mulch material be placed close at hand for easy accessibility when needed.

Although some raspberry varieties will withstand the ordinary winters in certain parts of the state, it's good insurance for the 1945 crop to bend raspberry canes over and cover them with dirt, he says. Whether the young canes are covered or not, all old canes should be removed this fall. A sharp bramble hook or hand pruning shears should be used to take out the dead canes. Thinning of the weaker canes is also advised for this season of the year. Cutting back growing canes, however, is not advised until next spring.

pace. It is based on a false and sentimental interpretation of that commonly misunderstood phrase "all men are created equal." The result has been the adoption of what may aptly be called the "convoy system of education." In order that all the ships of a convoy may have protection, they must travel at a uniform speed. The more powerful, the faster, the more valuable ships must proceed at half-speed or less, and thus become equally vulnerable to attack by enemies in the air, on the surface of the waters, or beneath the surface. In time of peace no such uneconomic, wasteful plan is admissible. Only in education is it tolerated. Any suggestion that there should be differentiation on the basis of interests and proved ability is damned as "undemocratic." This question-begging epithet is even more overworked than "communistic" and "fascist."

In several states investigations have been made of the variations in achievement of sixth-grade children. This grade was probably chosen because it precedes enrollment in junior high school. The normal chronological age and mental age of sixth-grade children is twelve years; the differences in New York are shown below:

Chronological Age	Mental Age
Highest 14 yrs. 6 mo.	16 yrs. 6 mo.
Lowest 11 yrs.	9 yrs.
Range 3 yrs. 6 mo.	7 yrs. 6 mo.

After only six years in school, there is a disparity measured by accomplishment of seven and one-half years between the highest and the lowest. But under the "convoy system" they all go into the seventh grade together. Under any system in which the work of one grade is supposed to be basic for that of the next, the difference tends to be progressive and cumulative. No wonder that when high school is reached, the abler students become frankly bored. If the school demands of them only a perfunctory performance, their energies are not expended on their studies but dissipated on extracurricular activities, in which they may gain distinction.

The abler high-school graduates will admit that they are ashamed of being graduated with such a minimum of effort. One college sophomore, in answer to a questionnaire about an elective course

Children's Book Week Conducted

The annual Children's book week meeting at the University of Minnesota Tuesday, Nov. 14, heard Vera Kelsey, author of books on Latin America and children's books in the ballroom of Coffman Memorial Union. The meeting is sponsored each year by the College of Education. Miss Kelsey at present holds from the university a regional writing fellowship and is at work on a book on the Red River Valley.

Sectional meetings at 4:30 p.m. preceded the evening session. Librarians, teachers and others interested in the lower grades heard Neith Headley of the Institute of Child Welfare; intermediate grades, Sister Marie Inez, College of St. Catherine; junior high school, Jean Gardiner Smith of University high school, and senior high, G. Robert Carlson, University high. These were in various rooms.

A display of books was on view in Coffman Union during the meetings.

Calls Time Right To Buy Chickens

Farm and city folks who have direct access to the farm poultry market might well help out a congested poultry processing situation by laying away a supply of poultry meat for family use right now, suggests Cora Cooke, extension poultry specialist at University Farm. Packers, busy with processing turkeys for military forces and plagued by labor shortages, may not be able to keep abreast the movement of poultry to market during the coming peak season.

Already poultry raisers have been urged to clear with their local buyers and make sure that there is a place for their market birds before they are hauled in.

Miss Cooke believes that quite a dent could be made in these market poultry supplies if individual families will do their chicken canning now, or put into freezing lockers the winter supply of birds.

Unique High School Classes

Students ranging in age from the sixth grade to high school seniors were members of the same home economics class in University high school summer session, which was the largest it has ever been, with 170 students. Individualized projects to suit the interests and abilities of the students made it possible for the broad range in ages to combine in a single class, according to Dr. G. Lester Anderson, who is in charge. Individualized classes in reading and arithmetic also found many students working on many different things. No class was allowed to grow beyond a total of 18, allowing real attention to each pupil. The general trend toward acceleration and the desire of some boys to finish high school early so that they may get in a year of college before being drafted were explanations of the jump in enrollment, Dr. Anderson thinks.

'Who's Who' Attributes 211 to 'U'

A compilation of persons listed in "Who's Who" as members of the University of Minnesota faculty numbers 211, according to Professor Tracy F. Tyler. Of the total, 47 are members of the graduate medical faculty through membership in the Mayo Foundation and 28 are retired faculty people who are still living, many of whom have retained campus contacts. The remaining 136 are active members of the faculty at Minneapolis and University Farm.

in English in high school, wrote: "I thought it was a required course; certainly it ought to be, for it brightens the barren introverted world of any adolescent. Also it is a partial apology for the dastardly inadequacy of the American public school system."

Dean Thomas Sees Strange Phenomenon

Wonders About Teaching if Students Learn So Much From Activities

In the last issue of "Minnesota Chats" was run the first part of the paper, "A Metaphorical Kick in the Seat of the Hypothetical Pants," which Professor Joseph M. Thomas, assistant dean for the senior division, College of Science, Literature and the Arts, read before a meeting of University of Minnesota alumnae. The remainder of Dean Thomas's frank remarks is reprinted herewith.

The schools are confronted with a serious problem for which there is no completely satisfactory solution. The compulsory education law requires that children shall attend school until sixteen years of age, whether or not they have any interest in being educated. To make promotion depend on actual accomplishment, measured either by monthly grades or final examination, would mean that the dullards and laggards would be held back and the brilliant conscientious students would be allowed to "skip grades." For the former, the lack of interest and motivation would be aggravated. The latter would be in danger of becoming infant prodigies, at best one-sided, socially under-developed personalities, at worst an obnoxious species.

To admit this is not, however, to deny that some reasonable compromise can be made. To pass students simply on the basis of attendance, to lead them to believe that they know what they do not know is a heinous deception. In commercial life such a fraudulent practice would lead to heavy penalties on the perpetrator of it.

The argument of school administrators and of Dean DeVane's "soft educators" is that to hold a student back because he has not, in the academic sense, passed a course or a grade, is to create a social problem far worse than the educational one of having him where he does not belong scholastically. To quote a prominent professor of education in the University of Minnesota:

"What would you do with a student who doesn't 'pass' in your sense of the word 'pass'? Fail him? Hold him back a year? Your educational theories are as old-fashioned as a high-wheeled bicycle. You forget that he will be a year older. To put him with a younger age group will give him an inferiority complex, a feeling of frustration, that will prevent the teacher from developing in him any incentive to study. You will simply prepare the soil for another case of juvenile delinquency. Anyway, the public schools do not exist primarily for the purpose of teaching children what can be learned from books. Their function is to train children to live with one another, to develop in them the proper social attitudes that will make them useful members of society."

Due allowance must be made for exaggeration in a heated oral argument by what a witty friend has described as a "congenital controvert." But the argument that public schools cannot fail pupils without disastrous consequences has been advanced so often in the last twenty years that it must be taken as the affirmation of a definite policy. An assistant superintendent and two principals of large high schools in Minneapolis have told me emphatically, with desk-pounding for punctuation: "The high school has to take students, do what it can for them in any year, and then pass them on. It is the duty of the University to do the same thing." This is the reductio ad absurdum of the "convoy system."

Churchill's Famous Statement

Keeping a student back until he has attained a reasonable competence in the work assigned cannot always have such fatal results. We have at least one striking example to the contrary, written by Winston Churchill, who said:

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Latin American Students Pictured for Minnesota Chats



Students from Latin American countries are coming to the University of Minnesota in increasing numbers and are most welcome. In response to an invitation by Minnesota Chats the gathering of these students shown above assembled in the Board of Regents' room, Administration building, for a group picture. Those in the picture are, front row (seated) left to right, Miss Opal Earle Lundy, Panama Canal Zone; Miss Eliza Hirschhorn, Argentina; Miss Lily Lundy, Panama Canal Zone; Jose Rodriguez V., Mexico; Hernando Gutierrez, Colombia. Standing, left to right, Carlos Cortes, Colombia; Rodrigo Orellana, Ecuador; Joao N. Figueiredo, Brazil; Enrique A. Pujals, Argentina; Raul Garcia, Argentina; Eduardo Albertal, Argentina; Adolfo Beguet, Argentina; Leonce Bonnefil, Haiti; Rafael Labriola, Argentina; Ady Raul de Silva, Brazil; Alvaro Montalvo, B., Chile, and Marino Arce, Colombia. Minnesota Chats regrets that its type does not include the special marks and accents required by some of these names, but has done its best. Saludos, amigos!

Dr. J. J. Bittner and Associates In Forefront of Cancer Study

Minnesota Group Gets Cooperation of Dight Institute In Furthering Research

Having established beyond reasonable doubt that the development of breast cancer in mice is partially dependent upon some "milk influence" passed from mother to daughter during nursing, the "Minnesota group" of researchers into the cause of cancer, made up of various members of the medical faculty, has obtained the cooperation of the University of Minnesota's Dight Foundation to study the inheritance of breast cancer in women and to attempt to ascertain if nursing plays an important role.

Cooperating in the Dight Institute phases of the study will be Drs. C. P. Oliver, institute director, E. T. Bell, pathology, Clarence Dennis, surgery, W. A. O'Brien, preventive medicine, M. B. Visscher, physiology, and J. J. Bittner, cancer biology.

Hundreds of cases will be studied, both those of women who have died of cancer of the breast and those still living for whom records are available. In addition to determining how this type of cancer might be inherited, the research will seek to learn whether in such a family breast cancer was more common on the mother's than on the father's side; whether the incidence of breast cancer is higher in the daughters of women with breast cancer who had nursed their children than in those who were not nursed; and what difference there may be in the incidence of breast cancer in the children of sons of women with breast cancer and the children of the daughters of such women.

Based on Bittner's Work

The human survey is based on discoveries by Dr. John J. Bittner, now George Chase Christian, professor of cancer research in the University of Minnesota medical school and member of the cancer investigation team comprising as its principal members Dr. Bittner, Dr. Maurice B. Visscher and Dr. Robert G. Green, all of the medical school.

Although a conference was held in the east a few months ago to outline a program to investigate the parental influences of breast cancer in humans, a survey was started at the University of Minne-

sota nearly two years ago and over 800 cases have already been studied.

Dr. Bittner's discovery that a milk agent transferred by nursing is partly responsible for the high incidence of breast cancer among mice is called by Dr. Visscher the most important step in advance that cancer investigators have made in twenty years. He did this work at the Roscoe B. Jackson Memorial Laboratory, Bar Harbor, Maine, before he came to Minnesota in his present post.

Dr. Bittner's account of the work on breast cancer in mice, which has given the basis for the continuing study, involves many intricate genetic relationships and is best given in his own words.

"Our results are based on observations made on mice which have been continued as strains by brother-to-sister matings. It requires at least twenty generations to produce an inbred strain and this, with subsequent observations, takes about ten years. One of our stocks has been inbred for over seventy generations and spontaneous breast cancer has been found in the females for about fifty successive generations. Some stocks have high incidences of cancer; others have very low. These "pure" stocks are to the biologist what pure chemicals are to the chemist."

"When we crossed females of a strain having a high incidence of breast cancer with males of a low cancer strain," said Dr. Bittner, speaking of mice, "the offspring had a high incidence of breast cancer. But when the opposite cross was made, high-cancer males and low-cancer females, the offspring had a low incidence of breast cancer. These data showed us that some maternal influence was involved in the production of breast cancer in mice."

Tracing the Maternal Influence

He went on to explain that there were at least three ways in which the mother's influence might be traced.

"We recognized," he said, "that some influence might be transferred in the cytoplasm, which corresponds to the white of an egg, because there is more cytoplasm in the female sex cell than in the male sex cell. Cytoplasmic inheritance has been demonstrated in plants. Second, some influence might have been transferred from

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Dr. C. P. Sigerfoos Zoologist, Dies

Dr. Charles P. Sigerfoos, Professor Emeritus of Zoology at the University of Minnesota, died at his home in Arcanum, Ohio, yesterday, November 26th, at the age of 79 according to word received here. Dr. Sigerfoos was born May 4th, 1865. He received his B.S. degree from Ohio State University and taught at Ohio State University, the University of Virginia, and Johns Hopkins University before coming to Minnesota.

Dr. Sigerfoos joined the faculty of the University of Minnesota in 1897 and retired after 38 years of active service in 1935.

"He will be remembered by a host of students as one of the truly great teachers of the last generation for he succeeded in leaving the impress of his subject and himself deeply on those who were fortunate enough to sit in his classes," said Dr. Dwight E. Minnich, present head of the department. At the time of his retirement his students, colleagues, and friends raised a substantial sum to establish the Charles Peter Sigerfoos Fellowship in Zoology, the income from which is used to assist graduate students in studying at seaside and tropical laboratories.

Dr. Sigerfoos, a bachelor, took a great interest in his students and prided himself on his ability to recall the name of practically every student if he met them in after years.

Grismer Writes Of Plautus' Art

A few years before his retirement he made a pleasure trip around the world on which he met many unusual experiences. He succeeded the late Henry F. Nachtrieb as head of the department of zoology and was succeeded in that post by Dr. William A. Riley and subsequently by the present head of the department, Dr. Dwight E. Minnich.

'U' Requests Major Rise In Support

Inevitable Large Postwar Increase in Attendance Makes It Urgent

ASKS NEW BUILDINGS

Funds for Larger Faculty and for Pay Increases Necessary

Basing its estimates on careful surveys of the rush back to college expected in the next two years and taking into account the fact that the Legislature meets only every two years, the Board of Regents of the University of Minnesota has laid before T. J. Driscoll, state commissioner of administration, requests for the largest increases in maintenance appropriations, building needs for a biennium and appropriations for special items in the history of the institution.

As transmitted by President Walter C. Coffey, the biennial requests urge an annual increase in general maintenance appropriation of \$1,529,000 to bring that item from the present \$3,890,000 to \$5,419,000, a program over the two years of 15 buildings and additions to buildings, to cost \$4,646,000 and an increase in the so-called special items, mostly supporting researches in agriculture, medicine and industry, including mining, of \$236,425 a year.

In making the request for the boost in annual maintenance appropriation the Regents itemized increased expenses of \$2,224,000 for the inevitably much larger university, but pointed out that if the student body during 1945-46 and 1946-47 averages one-third larger than any previous peak, which they anticipate, there will be an increase of \$695,000 in student fees. This will reduce the larger figure to the \$1,529,000 for which the board asks.

Maintenance needs will increase, they said, by \$818,000 for additional staff; \$951,000 for salary adjustments to various groups, including civil service employees, and \$455,000 for the additional cost of supplies and for expenses at a higher price level. The expected \$695,000 in student fees will be an offset against the total of these items.

Estimates Student Influx

President Coffey said that if only 60 per cent of the 26,000 students whose education at the university has been interrupted by the war return to the campus, half in 1945 and half in 1946, average registration for the two years will be 20,000 students, an increase of one-third over any previous total. Necessity for more staff, he said, is based on the fact experience has shown that one-third more students require one-sixth more staff.

Regarding salary adjustments totalling \$951,000 in the requests, it was pointed out that increases to staff members not included in the cost-of-living salary adjustment will require about 15 per cent of the money now spent for salaries, though not as a flat, overall increase, making \$332,000, and that an increase that would bring under the "Little Steel formula" staff members who have had the cost-of-living increase would take \$230,000 for the present staff and \$122,000 on the salaries of those who will have to be added to the staff. Pending outcome of a current wage and hour survey, \$200,000 is given as the amount necessary to bring hours and wages of civil service employees into line with other state employees, while

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nique of Plautus and on the revival of Plautus in Italy, during the renaissance. The dramatist's full name was Titus Maccius Plautus.

The editor in chief of the Hispanic Institute is Dr. Tomas Navarro Tomas, perhaps Spain's greatest living scholar as well as the most active and productive of Spain's present group of scholars.

Professor Grismer is a member of the romance languages department in the College of Science, Literature and the Arts.

Faculty Draws Freedom and Tenure Plan

Motivated in part by what has been in recent years a nationwide interest, among college faculties, in solving the problem of tenure of position, a committee of the University Senate has drawn up and the Senate has approved a proposed tenure rule governing University of Minnesota faculty members.

Tenure rules are important for two reasons, among others. In the first and obvious instance, they assure the competent faculty member of continuance in his position with academic freedom. In the second instance, they are devised in most universities in such a way as to make it clear to the young faculty member whose services promise not to be satisfactory, that his period of employment will be limited in length and that in fairness to himself he would do well to look for a position elsewhere.

Proposed University of Minnesota rules governing tenure are too long and detailed to publish here, but Minnesota Chats does present below a statement on "Academic Freedom and Tenure" which has the national approval of a number of important educational bodies and which is understood to have guided in large part the rules now under consideration at Minnesota. It gives one the idea.

A National Statement

This statement has been adopted by the Association of American Colleges, Association of American Teachers Colleges, American Association of University Professors and the Association of American Law Schools. It follows:

The purpose of this statement is to promote public understanding and support of academic freedom and tenure, and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extramural activities; and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Academic Tenure

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circum-

Praises British Spirit in War

Most of the farming operations viewed this past year in England by Dr. Forrest R. Immer, associate director of the agricultural experiment station at University Farm, was from the seat of a fast-moving jeep, the plant genetics authority said when he returned to the University after nine months of secret civilian service with the Eighth Air Force in England.

"I was eager to gain a broad picture of English farming in this war period, especially because the country amazingly has virtually doubled her production of agricultural products since the war began. Military duties prevented more than occasional visits to agricultural experiment stations, however," Dr. Immer said.

One of the most interesting experiences in off-duty hours consisted in observing a plowing match one thoroughly rainy afternoon. English farmers are as fond of such matches as lowans are of corn-husking bees, according to Dr. Immer. The farmers compete in plowing a set acreage and the completed work is judged.

Wartime England is definitely showing the strain of her ordeal, says Dr. Immer. Houses and gardens are not as well-kept, hedges are untrimmed and ragged and the people themselves are tired and wearily irritable, but determined "to see the war through to the end."

"Blackouts are really black," declared Dr. Immer. "Some regions of England now have lifted blackouts and have dim-outs in which you can almost recognize the faces of your friends if they stand still and close enough."

Sympathy for the Englishman on clothes rations was expressed by the University Farm faculty member. Forty coupons a person per year will allow a man to buy one suit, one shirt, a pair of stockings and a pair of shoes.

"If the wife thinks she needs bed sheets," Dr. Immer explained, "the man probably will have to do without the shirt. And, if she needs draperies, he will have to talk fast to avoid being barefoot."

Anglo-American relations are excellent, he said, not only between American and British soldiers, but between American soldiers and civilians as well. Praise for this condition was given by Dr. Immer to the Red Cross clubs, which "have been doing a magnificent job."

stances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of

Director Back From Overseas



Dr. Forrest R. Immer

charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

Chairman of the special faculty committee was professor William Anderson, head of the department of political science.

Need Training To Teach Adults 'U' Leaders Say

In the postwar period the University of Minnesota will continue the traditional type of adult education, chiefly evening classes in extension, and also the work of its Center for Continuation Study, which has been described as "post-graduate adult education." This center conducts courses running in length from a day to two weeks for persons already engaged in some profession or vocation, specialists in a medical field, orthodontists, rural social workers, students advisers, teachers of English, or what not.

At Minnesota, however, many believe that one of the great postwar needs will be for more teachers specially trained for work in adult education or with enough knowledge of that work to enable them to be skilful in part-time adult education. To that end a committee is at work planning a curriculum in adult education in the College of Education. In addition, some training of the sort will be given hereafter to all education majors. Wesley E. Peik, dean of the College of Education, and Julius M. Nolte, director of extension, are leading members of this committee.

Mr. Nolte pointed to another problem of adult education, somewhat apart from the universities. He said that a very large number of veterans will not be anywhere near a university or collegiate educational institution when they return. They will be living on farms, in small towns, in remote hamlets. Extension classes will mean nothing to them through lack of geographical availability. At the same time questionnaires to men in the armed forces show that between 17 and 19 per cent of them, upon their return, would like part time employment while they devote some of their remaining time to adult education. Set-ups now planned by universities will do nothing for these men and G-I Bill of Rights benefits will be of little use to them. Nolte said the National University Extension association has drafted a bill which would provide sums ranging from \$8 millions the first year to an ultimate \$20 millions to be divided among the states to help meet this situation.

State Leads Nation In Iron Ore Output

Minnesota continued to hold its lead in the nation in production of iron ore during 1943, the U. S. Bureau of Mines announced Tuesday. Iron produced in the state was valued at \$168,537,000 and was the second largest output in the state's history.

How Healthy Must Applicant Be To Say That He's in Good Health?

President Tells Employees About Survey of Wages

Every civil service employee of the University of Minnesota has received a statement from President Walter C. Coffey and one from Public Service Administration explaining the university civil service salary survey which the latter organization is now conducting. P.A.S. is the organization that is conducting a survey of wages and hours in the civil service group.

Both called attention to the desirability of equalizing payment to university employees with those made to employees of other branches of the state and pointed to the purpose of fully recognizing the principle of "equal pay for work of equal difficulty and responsibility."

Public Administration Service's statement came from Wesley McClure, who directs the survey.

"As a thoroughgoing analysis of university rates of pay has not been made recently," said President Coffey, "it is perhaps true that pay inequalities exist among the several hundred work classifications. It is necessary not only to correct these inequalities, but to adjust the general level of the university pay scale to conform to rates now being paid in private industry and other governmental units."

"This survey, President Coffey continued, should be a step forward in the improvement of employer-employee relations in the university. Good employee morale is directly related to proper payment for work performed. We wish to give adequate pay and equal pay for equal work."

He asked the full cooperation of employees with the civil service pay survey in order that its objectives may be reached.

'U' Honors Col. Rasmussen

Col. Kai E. Rasmussen, commandant of the military intelligence language school at Fort Snelling and Mrs. Rasmussen, were guests of President and Mrs. Walter C. Coffey at a dinner in the Campus Club Dec. 4, honoring Col. Rasmussen for his cooperation with the university in its Far Eastern Area and Language group courses, ASTP. Guests included the faculty of the school and its coordinator, Prof. Harold S. Quigley. President Coffey took occasion also to present Col. Rasmussen with an engrossed copy of a resolution passed by the Board of Regents, which said:

"The regents of the University of Minnesota through formal action hereby express their deep appreciation of the invaluable service rendered by Col. Kai Eduard Rasmussen, C.A.C., U.S.A., commandant, Military Intelligence School, in the planning and execution of the Army Specialized Training program: Japan and the Southwest Pacific, at the University of Minnesota. Thoughtful consideration and a generous spirit have characterized his wholehearted sharing of expert knowledge, teaching materials and enthusiasm with the University faculty. In his cordial association with the effort to develop a successful program, Col. Rasmussen has won our admiration and regard for himself and for the Service of which he is a distinguished member."

Made Officer Of Weed Body

A. H. Larson, assistant professor of agricultural botany at University Farm, was elected secretary-treasurer of the newly organized North Central States Weed Control association at a conference attended by representatives of 14 midwestern states in Omaha recently.

T. F. Yost, director of the Kansas Weed division was elected president of the new organization and F. D. Keim of the University of Nebraska department of agronomy was named vice president.

Minnesota representatives who took part in the conference program or served on committees included Larson; C. H. Schrader, director of the state weed and seed division; L. H. Stahler, associate agronomist, U. S. Department of Agriculture; and H. K. Wilson, professor of agronomy, University Farm.

Prosser Says Minnesota Courts Have Taken Extreme View

Minnesota courts are at fault insofar as they employ "the dictum that innocent misrepresentation will void the policy" in life insurance cases, says William L. Prosser, former professor of law, University of Minnesota, in an article in the Minnesota Law Review.

If the applicant for a life insurance policy declares in his application that he is in "good health" or "sound health," says Prosser, he means that within the judgment of reasonable men he believes himself to be so.

"Taken quite literally and with the strictest interpretation," he says, "the applicant's assertion of good health in reply to an array of questions would be falsified and the policy for which he paid his money avoided, if at the time or for some years past he had had a headache, a toothache, a cold, a boil, a cut on his finger, or an attack of indigestion superimposed on a supper of lobster, dill pickles, rye whiskey and ice cream. No man in his senses would apply for life insurance on such terms, nor could any company expect to do business very long on such a basis."

"Good health," says Prosser, "does not mean perfect health; in ordinary human experience there is no such thing. We are all, as Lord Mansfield said, born with the seeds of mortality in us, and there is none who can say that he does not carry within his body today the cause of his ultimate death. 'Good health' is rather what the ordinary reasonable individual would consider good health. It means the absence of recognizable serious ailments, as distinguished from those which appear temporary, transitory, or trivial."

Minnesota cases which he criticizes are those in which a dictum of Justice Homer B. Dibel is quoted, in which the justice said that "if a material misrepresentation increases the risk of loss the policy is avoided, regardless of the intent with which it was made."

Justice Dibel later referred to this as "a harsh rule."

Prosser points out that such a "harsh rule" did not exist under the common law and says that other states with statutes similar to Minnesota's do not interpret it according to the Dibel ruling.

"It is respectfully suggested," he concludes, "that although the Laury Case (on this issue) was rightly decided, the conclusions by which that result was reached were wrong. There is still time to reconsider those conclusions, which cannot be regarded as firmly established in the law of Minnesota. All's well that ends well."

Tropical Medicine Authority Speaks

Dr. L. Everard Napier, director of the Calcutta School of Tropical Medicine, in which field he is a world authority, spoke twice at the University of Minnesota Medical School Monday, Nov. 27, in the Medical Sciences amphitheater. At 4 p.m. he spoke before junior and senior students on "Leishmaniasis," a tropical plague popularly known as kala azar. "Tropical diseases of India" was his subject at 8 p.m., when the audience comprised the medical faculty and Twin City physicians. Dr. Napier is making a lecture tour of the United States under auspices of the National Research Council, speaking at many medical schools.

A.A.N.P. Discusses Salaries

"Present and future problems of academic salaries at the University of Minnesota" was discussed at a recent meeting of the Minnesota chapter, American Association of University Professors. Speakers on various phases of that problem were Dr. F. Stuart Chapin, head of the department of sociology; Prof. Warren C. Waite, division of agricultural economics; Richard L. Kozelka, acting-dean, School of Business Administration and Professor A. C. Krey, department of history.

New Milkweed Boss

Frank Thacker, University Farm, has announced his retirement from the post of state supervisor for the collection of milkweed floss. New state supervisor will be LeRoy Nielson, Minneapolis, who will take over the offices in Green Hall at University Farm.

Carnegie Report Examines Trends In Education

Danger of post-war regimentation of the American college is foreseen by Dr. Walter A. Jessup, president of the Carnegie Foundation for the Advancement of Teaching. In the Thirty-eighth Annual Report of the Foundation, he writes as follows:

"At the moment, proposals for Federal support of education, elementary, secondary, and higher, Federal support of students, secondary and collegiate, Federal support of scientific research and libraries—all are now receiving considerable acclaim. There is perhaps an even chance, or better, that these proposals will find much favor in a nation regimented for war. Whether for the human spirit the gain in added efficiency and simplified economy will outweigh the loss in individual initiative and freedom to make mistakes, only time can tell. At any rate, the American college, in its free evolution as an implement of society, has now reached a stage when perforce it is governed by society's need and not by its own free choices. The prime question is whether our intellectual future shall be immobilized at a planned efficiency or free."

Assets of the State
"It is open to question," writes Dr. Jessup, "whether such a controlled program would make so great a contribution to our American life as has the looser but freer program of the American college. American higher education has long been characterized by hard-won freedom—freedom on the part of the student to choose a college to accord with his personal preference, freedom to enroll in courses of his own choice, freedom of the instructor to teach largely as he himself wishes, and freedom on the part of the institution to engage in endless experimentation. This spirit has characterized all of our higher institutions from the oldest and most powerful to the youngest and most limited. Nowadays, the dictates of total war have removed from college life and learning almost all free choice and free decision. College officers, teachers, students, plants are assets of the state; and as such they are expected to 'come through.'"

Education by Contract
"Mechanized war," says Dr. Walter A. Jessup, president of the Carnegie Foundation, in the Foundation's Thirty-eighth Annual Report, "demands that the individual become an interchangeable unit." For American colleges, "at the present time, not only are the objectives set by outside agencies in conformity to the gross manpower needs of war, but outside agencies select the students and determine the length of time they shall spend within college walls. For these students the curriculum, the hours of classroom work, the direction of study, and a thousand academic minutiae are described in detail."

"The problem is complicated by the essential inutility of the liberal arts in time of war. . . . Both the armed services and our industries have resorted to this contractual arrangement for specific instruction. . . . In general, the college has agreed to do the work on the basis of previously arranged specifications as to type of student, nature of the task, and time to be allotted, together with the methods to be used. . . . Each governmental contractor buys educational service of a specific nature."

Appraising the Individual Student
Dr. William S. Learned, staff member, discusses post-war measures needed for judging the intellectual achievement of the individual college student:

"The final evaluation of a student's educational attainment deserves the most critical study of any problem that confronts a faculty. In its adequate discharge a staff of teachers will accumulate more wisdom as to the precise nature of the process before them than in any other aspect of the undertaking. The available aids, such as test scores, are important and should certainly be included as showing the scope of a student's equipment or lack of equipment in all significant fields, and in pointing up comparisons with appropriate norms."

"But the core of the matter lies elsewhere. Nothing can take the place of a considered, carefully confirmed and worded estimate of a board of experienced teachers, in view of all the evidence. This should contain no meaningless phrases. It should describe as exactly as possible in educational terms the demonstrated abilities of

the student, where they lie and of what nature they are. His limitations and their compensations, if any, should be clearly set forth. Marked gains or changes over the entire curriculum period should be pointed out. Clear evidence of special powers as seen by the mature observer should be emphasized. Honors ratings or classifications should be equally specific in their scope of reference. Such a document should present the mirrored image of the student in regard to defined educable traits which the faculty considers important and should be intelligible both to the student and to any competent inquirer. If skillfully done, it should prove of the greatest value to the student and should afford the college at least the satisfaction of a task completed in the terms and spirit in which it was undertaken."

New Basis for Admission to Graduate Schools
Deans of leading American graduate schools commend to colleges the Graduate Record Examination of the Carnegie Foundation as taken by students before admission to graduate work. They state—

"We who have used these tests are impressed by their value in assisting in the classification of candidates for admission as graduate students, and of applicants for scholarships or fellowships, as well as their value to the students themselves in revealing relative strength or weakness in intellectual equipment. We shall welcome in our respective graduate schools the submission of Graduate Record Examination scores by any student applying for scholarship aid or for admission, since these records convey valuable information about the students submitting them."

The deans thus indorsing this new basis for admission head the universities: Brown, Columbia, Harvard, Iowa, Michigan, Minnesota, Princeton, Rochester, Wisconsin, Yale.

Keep the Milk From Freezing

Better keep those bottles of milk from freezing this winter if you want to enjoy milk at its best. In any event, don't blame the milkman if the milk has a diluted or "watered" taste after it has once been frozen. That, explains W. B. Combs, professor of dairy husbandry at University Farm, is a peculiar characteristic that milk acquires upon freezing.

Now, maybe you prefer to turn a deaf ear when Johnny or Mary complain about the off-flavor of previously frozen milk. That won't entirely solve the problem because you may find more trouble ahead. In case you're among those who have, as a special wartime emergency, found it necessary to salvage some of the top-milk for flavoring coffee to suit your taste, you may find that it leaves an undesirable oily film on the hot coffee. This, says Combs, is due to the fact that the fat globules are ruptured in the thawing process, thus releasing the fat in a free form.

So, don't let the milk freeze. But if, in spite of all precautions, it should freeze, thaw it out slowly if you want to do the least possible damage.

Dypwick Joins News Service

Otis J. Dypwick, former sports writer for Minneapolis newspapers and at one time editor of "Golfer & Sportsman," has joined the staff of the University of Minnesota News Service with principal duties of handling the news of sports and physical education. A graduate of the university, Dypwick has worked in advertising and magazine editorial posts and is the co-author with Patty Berg of her book, "Golf." For more than two years past he has managed the public relations department of Federal Cartridge Corp. at New Brighton. Mr. Dypwick received the B.A. degree from University College in 1935. He was editor of The Gopher in 1933.

Canada Honors Alderman
The most cherished horticultural honor in Canada, the Stevenson Memorial medal, was recently awarded to W. H. Alderman, chief in the division of horticulture, University Farm.

The medal was presented at a dinner attended by members of the Western Canadian society of Horticulture and the Canadian Society of Technical Agriculturists. Prof. Alderman was honored for the distinctive contributions he has made in fruit breeding, with direct benefit to the northern great plains region.

In Minnesota Cancer Group



Dr. Maurice B. Visscher



Dr. John J. Bittner

Cancer Research In New Ground

Continued from page 1, column 3

the mother to her young during embryonic development, an intra-uterine transmission. Then also, there was the possibility that something was transferred in the mother's milk. We started with the third assumption because it was the easiest of the theories to test."

"We took young mice born to mothers of a high-cancer strain and transferred them a few hours after birth to mothers having a low incidence of breast cancer. The result was that the incidence of breast cancer in these fostered mice was about five per cent whereas the mice that nursed their mothers of the cancerous stock had an incidence of 95 per cent. When the progeny of these fostered mice were observed, they likewise gave a very low incidence of breast cancer and their descendants have been continued for 25 generations and the incidence has remained at one or two per cent. "Incidentally," he said, "it is almost impossible to obtain an absolutely non-cancerous strain of mice."

"If we take progeny of that fostered line," he went on, "and allow them to nurse mothers of cancerous lines, it is possible to increase the incidence to 95 per cent once more, showing that the mice inherited the basic susceptibility to spontaneous breast cancer but died non-cancerous because they had not received the agent which is transferred in the milk."

"The important factor is to remove the new-born young from their mothers before they have nursed. If they are permitted to nurse for twenty-four hours before they are transferred, there is no apparent decrease in the incidence of breast cancer. Furthermore, it is necessary to foster mice of only one generation. If they did not receive the agent in the milk before they were transferred, their progeny will have a low incidence. Mothers that have the agent in their milk will transfer it to their offspring born many months before they, the mothers, develop breast cancer."

"All the studies on the characteristics of the milk influence have given data suggesting that it is probably a virus."

"As far as is known at the present time, nursing does not play any role in the etiology of any other type of cancer in mice. One of our strains develops both breast and lung cancer. In the breeding females of this strain very few of the mice develop lung cancer because they die at an early age from breast cancer. When the incidence of breast cancer is reduced as a result of foster nursing, the mice live longer and a high percentage give rise to lung cancer."

"The milk agent or influence is only one of the factors involved in the development of breast cancer in mice," he pointed out. "Another is the inherited susceptibility and the third is the action of the hormones in causing the development of the mammary gland, or breast. The Minnesota group, incidentally, has made an important contribution in demonstrating a relationship between inherited factors and the hormonal stimulation in virgin females. The factors controlling this so-called inherited hormonal influence are probably different from those producing susceptibility to mammary cancer and introduces another con-

'U' Men to Help Slayton Survey

Slayton, Minn., county seat of Murray county, will be the next Minnesota trading and residential center to stage a community post-war survey with the cooperation of the Northwest Research Committee. It got under way at a mass meeting in Slayton Nov. 19, with Slayton community leaders, Minneapolis representatives, a delegation from the University of Minnesota and representatives of the Northwest Research committee and Committee on Economic Development in attendance, according to Arthur R. Uppgren, vice-president of the Minneapolis Federal Reserve bank.

Three major points of interest will center the survey, namely, the remodeling of the main street and business district; laying plans for improved postwar residential building, and the development of Slayton as a recreational and educational center of Murray County.

Local steering body is the Slayton committee for economic development, consisting of Don Weck, chairman; Senator J. V. Weber, publisher of the Murray County Herald, and Walter Voigt.

Among those who attended were J. Cameron Thompson, chairman, Northwest Research committee and president Northwest Bancorporation; Mr. Uppgren, director of projects; Dean Richard L. Kozelka, School of Business Administration, University of Minnesota; Prof. Robert T. Jones, School of Architecture, University of Minnesota, in charge of the city planning features, with the aid of W. H. Tusler, Minneapolis architect; Joseph R. Pratt of Duluth, northwest representative of the United States Chamber of Commerce, and Prof. O. B. Jesness, agricultural economist, University Farm.

Heads Nurses Association

Also a member of many important national committees dealing with the field of Nursing, Miss Katherine Densford, head of the University of Minnesota School of Nursing, is president for the current year of the American Nurses Association. She was elected at the annual meeting in Buffalo, N. Y., last summer.

dition to be considered in studying breast cancer."

The Sources of Support

Financial support for these highly important and successful investigations comes to the University of Minnesota from several sources. The Citizens Aid Society contributes generously, as is indicated by Dr. Bittner's title of George Chase Christian professor of cancer research. The Legislature's special appropriation of \$15,000 a year for cancer research provides material aid. Other funds are received from the Jane Coffin Childs Memorial Fund for Medical Research, a New Haven, Conn., foundation, and the Olson Memorial Fund, in memory of the late governor, Floyd B. Olson, the income from which is devoted to cancer research.

Regents of the University of Minnesota believe the time has come when the state of Minnesota must depend increasingly on university research, not only in the medical field, but also in the field of resources and materials, such as are being conducted by the Minnesota Institute of Research. They feel that in it and in such outstanding research achievements as those of the Minnesota cancer group, the university is making what may be its most important contributions to the future.

Tune in On Station WLB

The University of Minnesota station, WLB, offers its listeners a wide variety of programs as a part of its public service broadcasting, and in furtherance of education by radio. Some of the programs are in discussion form, lecture or interview. Each day, Monday through Friday, listeners may hear discussion on vital questions of today and tomorrow, interpretations of great works of literature, lectures, broadcast directly from the classroom, and interviews designed to acquaint listeners with the work of the University and the men who do the work.

Originating in Burton Hall on the University campus, at 11:30 a.m. Monday, Wednesday and Friday, is a classroom lecture on "European Civilization." Each Monday at 4 p.m. "Braintrust" is broadcast, which is the British Broadcasting Corporation's equivalent of "Information Please." WLB is the only station carrying this program in this area.

Helping listeners to understand the work the University of Minnesota is doing, and the men who do the work, is the weekly interview, entitled, "Meet the Faculty," broadcast Monday at 4:30. And immediately following "Meet the Faculty," at 4:45, comes "On Campus," a special events forecast for the coming week.

Tuesday at 1 p.m. through special arrangements with the Columbia Broadcasting System, we present "Invitation to Learning," a discussion of great books and authors, by eminent authorities. Wednesday at 4 p.m. "The People's Platform," another CBS feature, is broadcast weekly. At 1 p.m. Thursday, WLB presents the BBC post-war discussion program "Freedom Forum," with outstanding English statesmen participating.

The University faculty, under the direction of Professor Frank M. Rarrig, Chairman of the Department of Speech, conducts a weekly round table program on "The World We Want." Every third Friday this program originates from the auditorium of Murphy Hall on the University campus, and the public is invited to participate.

For years, WLB listeners have enjoyed two special Convocation broadcasts, one at 11:30 Tuesday morning from Macalester College, and one at 11:30 Thursday morning from Northrop Auditorium on the University of Minnesota campus.

In these critical war days, when events shaping the world's future are taking place so rapidly, WLB's coverage of the news brings its listeners the very latest reports in the 12:15 p.m. and 3:15 p.m. newscasts, heard daily Monday through Friday, and the "Background of the News" at 2:15 p.m. Monday through Friday.

One of the most enjoyable features WLB presents is the "Afternoon Concert," heard at 2:30 p.m. every day, Monday through Friday. Every Saturday from 2 to 4 p.m. "The Extended Afternoon Concert" presents masterworks by the world's greatest composers.

Youth Correction Is Meeting Topic

A proposed Youth Correction Authority, which among other things, would extend upwards the age at which delinquents would be treated as "youths" was the subject of the fourth annual Judge Waite lectureship on juvenile delinquency presented by the Minnesota Mental Hygiene Society, Inc. The speaker was Judge Gustavus Loevenger of St. Paul and the discussants, Prof. Maynard E. Pirsig, University of Minnesota law school, John J. Doyle, Ramsey county probation officer, and Howard R. Hush, Hennepin county probation officer. Judge Fred B. Wright, Jr., of Minneapolis presided. It was an open meeting in the auditorium of Murphy Hall, University of Minnesota. Creation of a Youth Correction Authority may be proposed at the coming session of the Minnesota legislature.

Create Hoffman Memorial Fund

A memorial fund amounting to \$10,000 is to be established at the University by friends of the late Dr. Max H. Hoffman of St. Paul, it was announced yesterday.

Dr. Hoffman devoted much time to studies of sex hormones and their relation to glandular disturbances. The fund is to assure continuation of this research.

The money will be used to create a memorial research and lecture fellowship.

Dean Thomas Comments on Current Phases of Education

Continued from page 1, column 1

... by being so long in the lowest form (at Harrow), I gained an immense advantage over the cleverer boys. They all went on to learn Latin and Greek and splendid things like that. But I was taught English. We were considered such dunces that we could only learn English.

"Mr. Somervell—a most delightful man, to whom my debt is great—was charged with the duty of teaching the stupidest boys the most disregarded thing—namely, to write mere English. He knew how to do it. He taught it as no one else has ever taught it. Not only did we learn English parsing thoroughly, but we also practiced continually English analysis. Mr. Somervell had a system of his own. He took a fairly long sentence and broke it up into its components by means of black, red, blue and green inks. Subject, verb, object; relative clauses, conditional clauses, conjunctive and disjunctive clauses: Each had its color and its bracket. It was a kind of drill. We did it almost daily. As I remained in the third form... three times as long as anyone else, I had three times as much of it. I learned it thoroughly.

"Thus I got into my bones the essential structure of the ordinary British sentence—which is a noble thing. And when in after years my school fellows who had won prizes and distinction for writing such beautiful Latin poetry and pithy Greek epigrams had to come down again to common English, to earn their living or make their way, I did not feel myself at any disadvantage. Naturally I am biased in favor of boys' learning English; I would make them all learn English; and then I would let the clever ones learn Latin as an honor, and Greek as a treat. But the only thing I would whip them for is not knowing English. I would whip them hard for that."

This, ladies and gentlemen, is the testimony of one of the great leaders of modern times, that gifted maker of unforgettable phrases, the coiner of "blood, toil, sweat, and tears."

In an article, "Look at America's High Schools" in Harper's Magazine for May, 1944, Mr. Dan Stiles surveys the expanded "activities program" of the high schools and the increasing emphasis put on it by school authorities. He finds that concurrently with the shortening of the school session there has grown up a "broad program of activities to provide every student with something to fill his leisure hours. . . . Used first to supplement the teaching of the fundamental skills of reading, writing, and figuring, activities programs are now used in some schools to teach citizenship, cooperation, a social sense, getting along with others, principles of business, and several other skills and qualities which can be acquired in no other way." We of earlier generations must surely regret that we were born too soon, that we have been deprived of the inestimable advantages of ever living with other people, of learning to get along with them, of acquiring a social sense.

Mr. Stiles says further. "Some of them [educators] now believe that eventually the activities program will supplant the formal course of study as the core or foundation of the whole school program. A few go as far as to say that since formal classroom study has proved largely ineffective, schools should scrap most of what cannot be taught through activities." Educational leadership here approaches the nadir of nonsense. It is preaching the doctrine of self-annihilation. If the only way to learn is by doing, why should the public support an expensive system of high schools?

I have looked in vain through Mr. Stiles' article for any suggestion that study or reading should be included among the leisure-time activities. These are omitted, perhaps because they are not considered of any importance, or more probably because they are solitary activities and do not develop the "social sense." Certainly one of the aims of education is to teach a person to employ his leisure properly and profitably. Another of its aims is to teach a man to be good company for himself, not to be dependent on the company of others or on external excitement for his pleasures.

No Place to Go But Home

How little study is required, how lacking in self-sufficiency the contemporary youth has become is well expressed in a pathetic appeal which appeared in the high school section of the Hutchinson Leader for November 12, 1943. It was entitled "What's to Become

of Us?" It was reprinted in part in the Minneapolis Sunday Tribune for March 26, 1944. The three authors complain that high-school students are forced on to the streets at night because there is no place to go—except home. "A high school student in senior high is old enough to manage quite nicely with eight hours sleep and one hour of study outside of school. . . . All we want, all we ask is a place outside of school where we, future Americans, can go several nights of the week. Is this asking too much?"

The colleges in theory have not yet abandoned the traditional point of view that an institution of higher education is a place in which one learns through the study of books, which are the accumulated wisdom of mankind. But whatever their program may be, it must begin where the high schools leave off. They presume that a student comes to them with a minimum of rigorous intellectual discipline; that he has a basic knowledge of the subjects he has taken; that somehow he has developed intellectual curiosity, which is the spring from which any desire for learning flows. And most important of all that he has discovered the moral and aesthetic pleasure that comes from a job well done. Life is made up largely of duties rather than of pleasures, and if duty is not to be mere drudgery, one must learn that interest is the result of effort not the cause of it. Somewhere he must discover the dignity and satisfaction of work; he must see even "as through a glass darkly" the meaning of Carlyle's dictum, "There is in Man a Higher than Love of Happiness; he can do without Happiness, and instead thereof find Blessedness." If these advanced educators whom Mr. Stiles cites have their way, if the high school curriculum is to be based on the superficial interests of students rather than on what they should know, colleges will have only quicksand, instead of—as at present—sand, on which to build.

Secondary school educators have succumbed to defeatism. Not so the college presidents and administrators. They welcome crises; the near break-down of our secondary schools furnishes them with an opportunity to exploit their own theories and formulae for the regeneration of education. Conscious of the imperfections of our present product, they are deluging us with proposed nostrums and panaceas. Foremost and earliest among them is President Hutchins, the notorious iconoclast of the University of Chicago. Some years ago, a witty professor—a paradoxical phrase—was discussing the fact that college students seemed more interested in getting a degree than an education. He ironically remarked, "Our whole problem would be made simple if a degree of B.A. were conferred on each child at birth." (I would amend this by conferring the degree of M.A. on the girl babies.) There is a grave danger in the use of irony; someone without a sense of humor may take it literally. The University of Chicago, assuming apparently that students learn little or nothing in high school, now accepts students at the beginning of the eleventh grade and confers an A.B. degree on them at the end of the conventional sophomore year in college. By eliminating vacations, the average student may receive his degree at the age of eighteen.

The Chicago Procedure

This startling innovation may be what is needed to jolt the high schools. At any rate, it is an experiment worth trying. But unfortunately it is coupled with a new curriculum of college work, which the University advertises as follows: "The University of Chicago believes that it has developed, after decades of effort, a liberal program of education in the College designed to provide the knowledge, the wisdom, the reasoning power everyone needs to solve wisely the personal, moral, and political problems that everyone meets." The new curriculum is the nostrum that will cure all the ills of education. Presumably it will be taught by college professors who have not individually or collectively been able to solve the political problems that confront us. Yet these children of eighteen caught young and dosed liberally with great books will be able to work the miracle.

There are innumerable similar proposals, in the efficacy of which the advocates have absolute confidence. Mr. Melby has enumerated some of them for you. Some of them are set forth in books with attractive titles, such as "Education Faces the Future," "Education for Democracy," etc. Many of

them take a point of view exactly opposite to that of President Hutchins, who advocates a concentration on the great books of the past. They advise facing the future and ignoring what Mr. Melby calls "the sterilities of the past." They forget that no man can any more easily escape the intellectual tradition of the age into which he is born than he can his own heritage. We all, I suppose, will agree that public education in a democracy should educate for democracy. But few of us will agree on a program for such an education, nor wholly on what we consider democracy to be or wish it to be.

There are in all these proposals certain false assumptions. First, they seem to assume that because the world today, more particularly the United States, is not perfect, our system of education must accept the entire responsibility. They forget that one spends a relatively small fraction of his life in school and college, that education is a continuous process, that what a man—a citizen—is depends largely on how he has educated himself after his formal training is finished. They implicitly assume that because our present system is not perfect, in many ways admittedly imperfect, it should be scrapped entirely and a new one—their own—established. They forget that "a liberal education" is an ideal; that like any other ideal it is probably never completely attainable; that it can only be approximated by slow, arduous and often painful effort. Further they have a naive faith that some new program of studies or some reorganization and combination of our present courses will excite students, will stimulate them to become seekers after knowledge.

"Spirit of Learning" Necessary

The spirit of learning must be in the mind of the student. No curriculum however ingeniously devised, no program of studies whether made up of documents of the past or prophecies about the better post-war world, no teaching however inspired can be a substitute for it. When and where it exists, it is contagious. Our present system of mass education, our insistence on quantity rather than quality does not furnish the atmosphere in which it can be nurtured and fostered. Conditions in the immediate future will be worse rather than better, if we accept the predictions that by 1950-1951 there will be an increase in the University enrollment of 7,000. New facilities must be provided; many young, inexperienced and inadequately trained instructors appointed. Classes will be large. Teachers will have to struggle with the improperly prepared and politely apathetic lower level to the greater neglect of the potentially able scholastic leaders, who will once more slow down their pace so as not to outrun the convoy.

The great defect of our present colleges is that students come to them with an apathetic attitude toward intellectual achievement and that we do so little to jolt them out of it. What our schools and colleges need is an opportunity to concentrate their attention on the best rather than on the worst, on the most gifted rather than the least gifted. Thereby we may be able to arouse in them some enthusiasm for the study of books, for which our schools were established and to which they must primarily devote themselves if they are to continue to exist.

It is not only in our relative neglect of the most highly gifted among us that we waste a most valuable asset. For every student in the upper ten per cent of high-school graduates who goes on to college, there is another equally able and perhaps more anxious to do so who for financial reasons cannot. In the upper third of a class there are two who do not or cannot go for every one who does. Meanwhile we continue to admit to the University students who are foredoomed to failure and spend upon each of them from \$500 to \$600 a year above the tuition he pays. And University authorities continue to wonder how they can manage to get the money to provide scholarships for those two-thirds of ranking high school graduates who cannot go to college.

If the University should have the moral—or should I say, political—courage to refuse admission to the lowest group, for each such student cut off there would be available a five hundred dollar scholarship for another who has a chance not only to succeed but to gain distinction and also confer it on the University. Moreover it would be an immense step toward the establishment of real democ-

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

'U' of Minn. High In War Killed

The University of Minnesota led the Western Conference in numbers of its graduates and students killed in the war, the General Alumni association reported in October.

At that time those killed in battle and in training were 260 from Minnesota, the compilation showed. Of the 1,632 total, Illinois had the next greatest number of deaths—243. Others were: Ohio State 224; Purdue 179; Michigan 154; Indiana 143; Wisconsin 140; Northwestern 122; Iowa 99, and Chicago 67.

The Big Ten has put 105,000 graduates and former students in the armed forces, about one per cent of the total serving, the report cited.

Vote Bierman "No. 1" Coach

Bernie Bierman, who just retired from the Marine Corps and is now back coaching at Minnesota is named America's ace coach in The Esquire Sports Poll for December. The question, "If you had your choice of three coaches, which three would you select for your staff?" was asked of college and pro football coaches. Bierman won by a vote of 45.13 per cent, followed by Frank Leahy of Notre Dame with 25.40 per cent and Paul Brown of Ohio State with 19.18 per cent.

Bierman came to Minnesota as head coach in 1932 and has had a phenomenal record with his teams since then. His 1934 team was rated as one of the strongest of all time.

Up for Radio Scholarships

Two University of Minnesota students in home economics and agriculture, Clara Ann Block, Hillman, and Owen K. Hallberg, Spooner, have been recommended for the WNAX scholarships of \$300 each, Dean Henry Schmitz of the College of Agriculture, Forestry and Home Economics announced. Station WNAX, Yankton, S. D., awards scholarships annually to farm girls and boys in five midwestern states who are working their way through college. The scholarship fund was set up last year.

racy, which in its essence is equality of opportunity. Such a program is, from the purely economic point of view, defensible. But if one considers the effect on the actual and potential student body of the University of proclaiming publicly that it is interested in intellectual excellence, such an action seems almost mandatory. The repercussion on secondary schools would be tremendous, if preparatory students were to be informed that admission to the University was to be placed on a competitive basis; that attendance for four years at a public high school would no longer give a prescriptive right to the greatest privilege which the State of Minnesota offers to its citizens. There might be a renaissance of scholarship.

Whether we will it or not, people will continue to choose and to follow leaders. When we consider the present condition of the world because the German people have selected as their Fuehrer a megalomaniac, frustrated paper-hanger, we should not doubt that at least one of the important functions of higher education is to train potential leaders. Perhaps our University should go so far as to assume the high position which universities once occupied and to assert that it is an intellectual aristocracy. But let it also become through adequate state scholarships an economic democracy, that here the gifted child of the poorest, the least-lettered family in the state will be given his opportunity to show his equality with or his superiority to those more fortunately born, more financially privileged.

'U' Urges Support Rise

Continued from page 1, column 5

\$67,000 was given as required to maintain automatic salary increases now in effect in the civil service brackets.

The report shows that in 1940-'41, last normal year, the university spent \$1,366,000 for materials, supplies, other services and fixed charges. After a detailed estimate of probable growth and rise in the price level an addition of \$455,000 to this sum was considered necessary.

Seek Money for Buildings

The board of regents has already informed the commissioner that for a long-term building program covering approximately 10 years, a gross sum of \$12,000,000 should be provided by the state. Of this total they request for the biennium 1945-47 fifteen building projects counting a group of relatively small projects in the Schools and Stations of Agriculture as one. These all total, as stated, \$4,546,000. Item by item the buildings requested are: College of Education building, \$950,000; Library at University Farm, \$300,000; Animal and Poultry Husbandry building, University Farm, \$350,000; Chemical Engineering building, \$500,000; boiler for Main Campus heating plant, \$225,000; addition to Home Economics building, University Farm, \$250,000; completion of Physics building, \$300,000; addition to Veterinary building, University Farm, \$50,000; group of various structures at outlying schools and stations of agriculture, \$236,000; completion of connecting structures between Vincent Hall and Murphy Hall, \$350,000; addition to Main Engineering building, for engineering and architecture, \$450,000; addition to Pharmacy building, \$210,000; addition to Law School, \$150,000; addition to Agronomy and Plant Pathology building, University Farm, \$75,000; completion of the Zoology building, \$150,000.

Annual increases for the various special projects for which the Legislature has customarily appropriated separately are sought as follows: For Agricultural Extension, \$12,500; County Agents, \$10,425; Home Demonstration and 4-H club work (new item) \$40,000; Soil survey and field experiments, \$10,000; Dairy manufacturing, \$8,000; Livestock Sanitary board laboratories, \$3,000; Potato and vegetable research, \$2,000; Mastitis control, \$5,000; Beneficiation of low-grade manganiferous and iron ores, \$15,000; Direct Process beneficiation of low-grade iron ore, \$23,000; Minnesota Institute of Research, supporting a series of investigations of practical benefit to industry and production, \$40,000; addition to Medicine and Cancer research funds, \$10,000; Institute of Child Welfare addition, \$2,500; additional maintenance, Psychopathic Hospital, \$15,000, and additional requested as state's share in Minnesota General Hospital support, \$40,000.

The report made it clear that the University of Minnesota has been able to conserve some of the funds paid it by the Army, Navy and Air Corps for training programs conducted on the campus. Savings in faculty salaries which the armed forces paid and allowances for use of plant and equipment, says the report, have provided \$135,000 toward the addition now being built to Powell Hall, the Nurses' home, and there remains some \$700,000 of this money. This, the Regents declare, is non-recurring income, and cannot be used for continuing charges, such as salary increases, as that would commit the Legislature to such expenditures without its action. It will be used, the board said, for: One, purchase of land on which to build student housing facilities; Two, purchase of land for agricultural uses and for expanding agricultural research, and, Three, construction of a general classroom building to help meet an expected, acute post-war shortage of classroom space.

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Graduate School Holds Top Rung In Education

Dr. Blegen, Minnesota Graduate Dean, Describes It at Land Grant Meet

A detailed picture of the graduate school, that institution in American higher education so deeply important to education, yet so little understood by the general population, was presented by Dr. Theodore C. Blegen, dean of the University of Minnesota's Graduate School, when he spoke in Chicago, Oct. 24, before the graduate section, Association of Land Grant Colleges and Universities.

Roughly described, a graduate school is that unit in a university concerned with the preparation of students for advanced degrees and college teaching, with the maintenance of high standards in professorial ranks and with the stimulation and guidance of the researches which "advance the boundaries of knowledge." But one might better hear what Dean Blegen has to say on "The Graduate School in Land Grant Colleges and Universities":

The graduate school was a late arrival in the family of schools that made up the land-grant college. Like Topsy it "just grew," meeting sporadic needs as they made themselves felt. Graduate deans there were in early days, but they were so busy with other duties that they devoted only stray corners of their time to graduate problems.

The University of Minnesota, which opened its doors to college students in 1869, did not grant a Ph.D. until 1888. From that date until Guy Stanton Ford became dean of the Graduate School in 1913, the University awarded 54 Ph.D. degrees. From June, 1888, to June, 1944, the University of Minnesota conferred the doctorate upon 1,744 individuals. Of these, 947, or 54.3 per cent, received the degree during the past ten years; 1,538, or 88.2 per cent, in the past twenty years. Such figures probably are typical of many graduate schools.

That there was no great spread of graduate work even as late as the first year of Dr. Ford's deanship is evident from the fact that only three Ph.D. degrees were granted that year. Since that time the fields of advanced study represented by the highest earned degree have been extended beyond sixty.

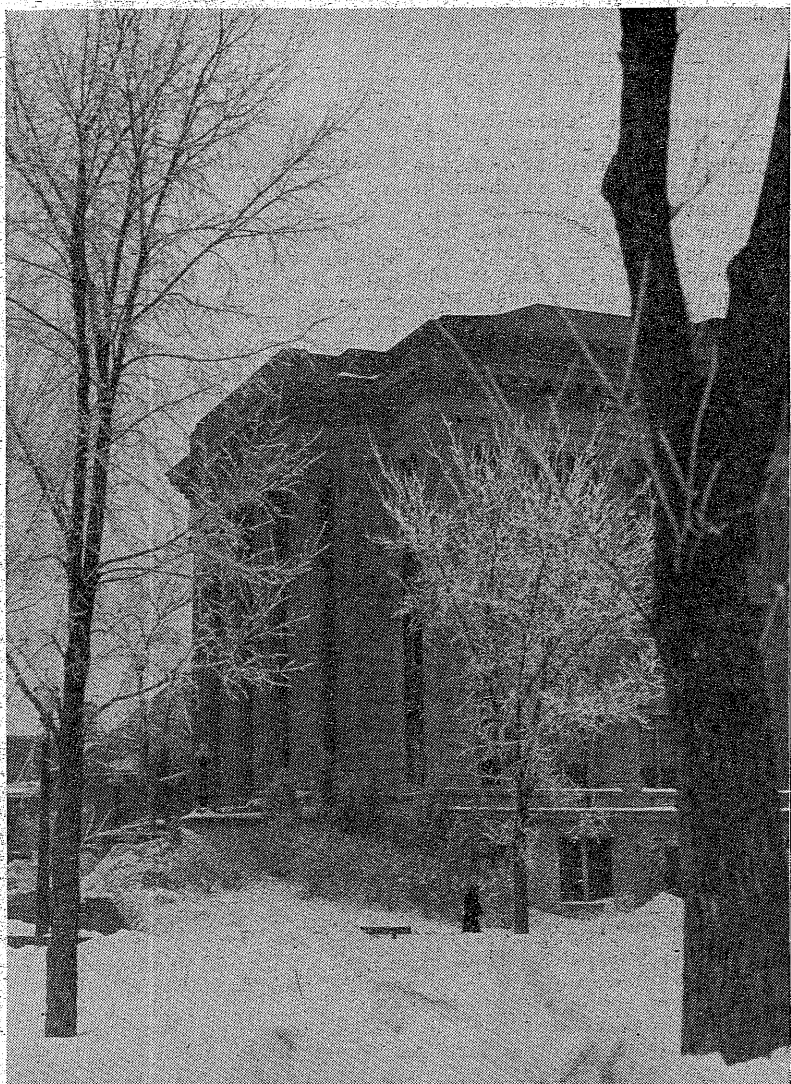
It is not my purpose to trace in detail the history of graduate education in the land-grant colleges, though I believe that there is need for a comprehensive history that will describe accurately the road we have traveled. This is a project that might be considered and promoted by this organization. Such a history would have uses of continuing importance to all concerned with university education.

The major point that I want to make here is that from an amorphous pioneer attempt to meet slowly developing needs, the graduate school has become central, potent, and highly influential in university education. It is "the key," Dean Smith maintains, "to future educational programs and procedures."

The historian of graduate education in the land-grant colleges will have to appraise the many forces that brought about this remarkable development. He will give attention among other things, to the influence of Johns Hopkins, Harvard, and Chicago universities; and he will emphasize the Hatch Act of 1887 and the work of the agricultural experiment stations. A monograph on the Land Grant College Movement, brought out in 1940 by Frederick B. Mumford, explains that the teaching of agriculture in the first quarter century of the land-grant colleges was a "comparative failure." It failed because there was no "adequate body of knowledge" with which to work. The Hatch Act, a stimulus to original research and experiment in agriculture, marked the beginning of the "successful

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Winter Decks University Campus



Who's That Off in the Corner? Why, Bless Me, It's Bill Holman

Supervising Engineer Will Pick Up a Pin or Repair a Chimney for You

Just about where the stamp window used to be when the university postoffice was on the ground floor of the Administration building sits a man with a major administrative job who used to teach mathematics and mechanics, and, to make a long sentence longer, likes his duties well enough but can't help wishing, ding it all, that he was still a teacher. Let's get this straight: Bill Holman's interest, he doesn't love his present work "less" so much as he loves teaching "more."

Dr. William F. Holman is supervising engineer of the University of Minnesota, which position used to be called "superintendent of buildings and grounds." He also retains his richly earned title of professor and his membership in the University Senate.

Anyone who stops to consider the number of buildings and the extent of grounds possessed by the university on its two big campuses in the Twin Cities will realize that superintending them, or even engineering them, is a man-sized job. Dr. Holman also acts in an advisory capacity to the outlying schools and stations of agriculture.

The University possesses 114 major buildings, of which 61 are on the main campus, 31 at University Farm, and the remainder at the outlying schools. These are valued at \$24,668,117.98. There are also 458 minor buildings, some of them very small such as chicken houses (no offense to the poultry raisers) but their aggregate value is given as more than \$1,000,000. And all of these buildings must be kept in repair, painted, glazed, most of them heated, plumbing kept in condition, cleaning and janitorial service provided and yards and grounds prettied up and maintained in such ship-shape condition as befits an important educational institution.

The largest single unit under "buildings and grounds" is the main campus heating plant, which burns the rather sensational amount of 33,000 tons of coal a

Mayo Memorial Plans Announced By Dr. D. Cowling

Plans for a \$2,000,000 memorial building to the late Drs. William James and Charles Horace Mayo in the form of a twelve-story structure central to and integrated with the University of Minnesota hospitals, long known to Minnesota Chats, were announced just as the current issue went to press. Details of the building honoring these world famous doctors, great contributors to the advancement of medicine and benefactors to the University of Minnesota, will be printed in a subsequent issue. A campaign to raise money for the building will be conducted by a state-wide committee headed by President Donald J. Cowling of Carleton College, Northfield.

year. Although the heating plant stands at the extreme northwest corner of the campus, next to the railroad tracks to make coal deliveries easier, tunnels extend from it to the farthest points at which there are university buildings on the main campus, Pioneer Hall and the Field House being at the southeast and northeast extremities of the route. Through these pass the steam pipes that make all university buildings habitable in cold weather and the hot water that is necessary in most of them at all times of the year.

There also is central heating at University Farm, where 12,000 tons of coal a year are burned. Also, during the winter months, an electric generating plant is operated by the university at "the farm." Bill Holman says the main campus heating plant is the "heart" of the university, a claim also made for other units in a different sense, such as the library or the graduate school. But if the heating plant is the heart, it is a big and warm one, as hearts should be.

Many Types of Workers
Apart from those who take care

Griffith Dies Once Sought as Gopher Coach

Maj. John L. Griffith, conference athletic commissioner for 22 years, who died Dec. 14 during the annual conference athletic meetings, was once approached with an offer to become headcoach at the University of Minnesota, it was revealed by George Barton, veteran Minneapolis sports writer, following Major Griffith's death.

Dr. Henry L. Williams, who had come to Minnesota in 1900 and had turned out some fine teams, had much less good fortune in 1907 and 1908, and athletic authorities began searching for another coach in case matters did not look up. Griffith, then coaching a college team, was approached and is understood to have agreed to come if called, but Dr. Williams' teams took a brace and did so well in 1909, 1910 and 1911, with the help of such All-Americans as Johnny McGovern and Jim Walker that the call to Griffith was never finally made.

Major Griffith, who served in the U. S. army as recreation director and physical instructor during World War I, was born in Mt. Carroll, Ill., in 1880, and was graduated from Beloit, Wis., college in 1902. He immediately entered the intercollegiate field as a coach, and has been connected with college sports since—as commissioner of the Western Conference since 1922.

When matter of policy regarding either intercollegiate or amateur athletics arose, it was Major Griffith who was one of the leaders in efforts to keep sports—especially those in which there was college or college-amateur interest—on a "simon pure" basis, with rules that would be in the best interest of the athletics themselves.

After his graduation from Beloit, his first was athletic director at Yankton, S. D., college. He was football coach at Yankton, S. D., college from 1902 to 1905. Morningside (Sioux City, Iowa), from 1905 to 1908, and Drake university (Des Moines, Iowa), from 1908 to 1918. He also was recreation officer for 30,000 men during World War I at Camp Dodge, Iowa.

Fund Honors Dr. Leo Rigler

The Leo G. Rigler lectureship in radiology will be established at the University of Minnesota medical school with a fund of \$9,760, given by 67 donors which was placed in the hands of the board of regents at its December meeting. Gifts came from friends, colleagues and former students of Dr. Rigler, whose professor and head of the department of radiology and physical therapy. In transmitting the gift to the regents Dean Harold S. Diehl of medical sciences wrote: "This is a grand expression of esteem from a group of Dr. Rigler's friends and former students. I believe, an expression of gratitude over Dr. Rigler's decision to remain with us at Minnesota."

Among other gifts received was \$5,000 from Sharp and Dohme for research on infectious diseases, \$2,500 from D. B. Rosenblatt, Inc. for the Flora Rosenblatt fund for cancer research, another \$1,000 from the National Foundation for Infantile Paralysis for a training course in Kenny technique, \$618.75 for the Friends of the University of Minnesota Library and \$150 from the board of education of the Methodist church for the Methodist Church Scholarship fund.

An additional \$100 for the William Hodson Memorial fund was received from the Minnesota Alumni Association of New York.

of the grounds, Dr. Holman's department employs about 225 indoor workers, among them 18 painters, nine electricians, eight plumbers, about 14 carpenters when all such positions are filled, nine steamfitters, some fourteen engineers and firemen, a large crew of "maintenance mechanics" doing various sorts of jobs, nine watchmen and 12 regular foremen. There are 128 persons in

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Freedom Must Be Made to Work Says Montanan

Success of American Democracy Needed as Example to the World

300 RECEIVE DIPLOMAS

Dr. Melby, Montana U Head Sees Race Problem Threat to U. S.

America holds the sacred trust of making democracy and human freedom work, thus "commending it to making a whole," said Dr. Ernest O. Melby, president of the State University of Montana, in a commencement address before 300 fall quarter graduates of the University of Minnesota delivered in Northrop Auditorium December 21. He pointed out that our task is not only that of perpetuating free institutions to our own people but of providing a world-wide example by our own success in maintaining freedom. "Education Can Win the Peace" was his topic.

He said he viewed race problems as one of the principal threats to democratic success and called for their solution.

In the motion picture, "White Cliffs of Dover," a dying American soldier is quoted as saying to a British comrade, "God will not forgive your country and mine if a second time we break faith with those who have given their lives for freedom." Yet, in the midst of a bitter war in which we are sacrificing the flower of our youth and astronomic proportions of our wealth, we are making no great effort on the home front to "keep faith" with our dead. In fact, unless we are aroused to alertness in the months to come we shall again win the war only to lose the peace. If again we lose the peace, it will be because we do not realize how the peace can be won.

It seems strange that we as the oldest democracy in the modern world should be so neglectful of our heritage. It seems odd that we should be so slow to recognize threats to our free institutions. Following the first world war, we settled back into a slothful, selfish isolationism which contributed heavily to world disorder. In an orgy of prosperity and individual and national selfishness we failed to realize that our house of freedom was on fire. It took Pearl Harbor to shock us out of our slumber. For a few months we had a spiritual and moral renaissance. Books and magazine articles carried titles like "Time for Greatness." Some people believed that our war aims would take dramatic form—that we would inspire the world with a modern version of Wilson's Fourteen Points—that we would at last put a high price on our free institutions and carefully guard them at home while our boys fought for them abroad. Then came the North African Campaign—the war turned in favor of the Allies. We saw clear skies ahead and returned to our selfish pursuits.

Eleven million men and women are in uniform, and the names of hundreds of thousands of them have appeared in casualty lists. Yet nowhere is there a cogent, inspiring statement of what they are fighting for. Neither our enemies nor the occupied countries know what kind of a world we visualize. With all the talk about postwar planning, we have no plan for conversion to peacetime industry—no plan for providing full employment—no program for giving reality to our much-touted free enterprise—no program for dealing with the multitudinous problems that will loom on our horizon on V-day.

With the world on fire, our national election has been a disappointing spectacle. With vital issues confronting us at home and abroad, the candidates have spent most of their speeches criticizing each other—resorting at times to cheap forms of misrepresentation. The two leaders of the two major parties with a program and the courage to hold it before our peo-

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Freedom Must Be Made to Work

Continued from page 1, column 5

ple were snubbed by their respective parties for safer and more colorless persons. I refer, of course, to Willkie and Wallace. So vacillating have we become as a people that we are evidently afraid of anyone who has principles and who knows where he is going.

Do We Understand the Times?

Back of nearly all of our national and international paralysis is a steadfast refusal on the part of our people to make a realistic appraisal of our nation, our world and our times. We shall win the war. In fact, we are so absorbed in this project that we have forgotten that when the Pearl Harbor catastrophe overtook us we were without solutions of nearly all the major problems which then confronted us. We had millions of unemployed—in spite of nearly a decade of expensive experimentation. We had no solution for the race problem—a situation so explosive that it may cost us our free institutions before we have the time to act. The political life of the nation—especially in our large cities—had reached so low a level of integrity that at any time our people might in disgust turn to dictatorship. Pearl Harbor itself was bloody and costly testimony to the unsolved international problem. All of these problems will be with us on V Day. The winning of the war will not solve a single one of them. In fact, it is not an exaggeration to say that it is on V Day that our real troubles will begin.

Winning the peace means finding solutions for these problems. It is not enough to develop an effective international order. It is not enough to have full employment. It is not enough to get racial conflict under control. It is not enough to have honest and efficient government. We must have all of these things and at the same time keep our freedom. We must find democratic solutions for democracy's ills. As long as we labor under the illusion that winning the peace merely means some successful international order alone, we shall fail.

A Challenge to Education

The real battle for human freedom is an age-long struggle in which the present war is but a single phase. All the wars in this long struggle for the freedom of the human spirit are merely explosive incidents in a conflict for which the primary battle ground is the mind and heart of man. It is on this battle ground that the peace must be won. Winning the peace means changing the minds and the hearts of men. And education is our primary instrument for changing the minds and hearts of men. Winning the peace is thus the responsibility of education. No other agency or device can win the peace. Education can win the peace. It will win the peace if the profession is alive to its challenge and if our people realize its strategic importance and support it both morally and financially.

At this point we should examine the meaning of our American institutions and their present outlook. Basic in our tradition of freedom is the idea of the worth and dignity of individual human beings. It is this worth and dignity that the Bill of Rights in our Constitution seeks to protect. It is this same worth and dignity of man that is foundational in the Christian religion. The accumulated findings of science concerning the nature of the human organism indicate the uniqueness of individual men and their creative potentialities. We have, thus, a tradition of human freedom deeply rooted in our democratic principles, in our major religious faiths and in the findings of science. These principles of human freedom in America had their origins in widespread economic democracy—in a simple agrarian society. They had their beginnings in an age of many worlds, not one. Technology, however, has remade our country and our world. Where once 75 per cent of our people earned their living on farms—where most of us could be owners of farms or small business enterprises—we have now become an interdependent, technological, urban society in which only 24 per cent of us live on farms and in which relatively few of us can even own homes, let alone be owners of the enterprises in which we work. We have become a nation of people who work for others—for either private employers or the government.

Must Make Democracy Work

Can we implement our democracy to meet the needs of this



Dr. Leo G. Rigler
(See story on page 1)

highly concentrated industrial society? Can we provide full employment and preserve our free institutions? Democracy's life depends on the answers to these questions. This is all the more true because of the geography and ideology of the postwar world. In this world the United States will be the leading exponent of private enterprise. Russia will be the leading exponent of socialism. The stability of the postwar world will depend more on the relationship of these two countries than on any other international relationship. If the United States makes democracy work, she will inevitably move Russia in the direction of free institutions. If America fails, that failure will have profound influence in Russia—pulling her more deeply into a regimented collectivism. If Russia is very successful with a collectivist economy, this success will similarly have great effect on us—especially if we have serious economic difficulties. America, thus, has not only the responsibility of perpetuating free institutions to her own people. She holds the future of human freedom in her hands. She has the sacred trust of making this freedom a working reality—thereby commending it to mankind as a whole.

But the problem of making our free institutions successful realities is a problem that must be solved in the mind and the heart of man. In recent years we have too often taken refuge in laws and systems. We expect the direct primary to cure our political ills only to see them turn up in new and aggravated forms. Unwilling or unable to maintain full employment in a free economy, we take refuge in public spending only to trade economic problems for those of a political nature. Unwilling to give minority races their heritage of freedom, we face riots and even the loss of our own freedom. In every case, it is our unwillingness to face reality that misleads us. We want to have the cake and eat it, too. We want free enterprise even though we have failed in making its benefits meaningful to the common man. We want freedom but will not accept its responsibilities.

But we can best understand the role of education in saving our free institutions if we examine democracy's problems and their probable solutions. Let us begin with the problem of providing full employment. A characteristic of our enterprise economy is that it can operate successfully only in high. It will not run either in intermediate or in low. There cannot be full production without a full market, and we cannot have a full market without high national income in wages and return from industry. If too much of the return from industry goes into undistributed profits, it encourages excessive investment in production goods and reduces money for consumption goods. Markets then fall off and production slows down—because the goods manufactured cannot be sold. Here is a problem that cannot be solved by laws. We shall make private enterprise work only as our enterprisers have intelligence, sense of social responsibility and willingness to put human values above profit. Such qualities can be given to our people only by effective education.

Human wants are largely the result of education. One cannot sell books to illiterates or beautiful furniture to savages. Education is the greatest developer of markets the world has ever known. Moreover, not all the people in the postwar world can be employed in factories or on farms. More and more of them must be in service occupations. We need more teachers, more doctors, more play-

Graduate School Holds Top Rung

Continued from page 1, column 1

development of agricultural education."

Dean Mumford wrote special sections on the experiment stations, adult education, the county agent, and many other interesting topics, but the graduate school did not loom up sufficiently to provoke a special section. Nevertheless his eyes were not closed to its significance, particularly in relation to the experiment stations. And he recognized the fact that the graduate schools had trained virtually the entire American personnel engaged in agricultural research.

Essential to a "University"

The absence of graduate schools underlined the statement of an important committee of educators in 1869 that we had, at that time, "no near approach to a real university in America." Many exigent needs played a role in the development of our graduate education and of the real university.

Some of the pioneer graduate deans were clear-sighted in their view of the importance of graduate schools. One of them spoke of graduate work as having a "vivifying" influence on the whole university. Research and new con-

tributions to knowledge within the university gave, he said, an "impression of actuality" to the work of the classrooms. He did not stand alone in his belief that graduate education contributed to reality in the teaching of the arts and sciences. A far-sighted University president declared that unless we gave place to graduate work and research, our universities would become "the last resort of unimaginative and mechanical drudges." The creation of a great graduate school, he believed, must be slow and gradual—not the work of a day or a year. Creative scholars overwhelmed with routine should be given freedom for investigation. True graduate education meant work of "a high character under well-trained men of outstanding ability and inspiring leadership." Others took up the challenge and insisted that the central aim of a university, "to discover truth and to assemble and disseminate knowledge," could not be achieved without graduate education. They saw the importance of making the university genuinely an institution of inquiry dedicated to the advancement of learning.

Need High Output for High Wages

But if the United States with high wage levels is to compete in the international market with low wage economies, the American worker must have a high output. He can have a high output only through high morale, great skill and superior creative talents. All of these qualities can be developed only by education. Give the American worker a high level of education, and with our superior mechanized industry we can meet any competition. Especially will this be true if both labor and management put social responsibility above selfish gain.

No piece of labor legislation, no anti-trust act, no tariff law can atone for weakness in our national character. If we put our trust only in legislation we shall fail, and national socialism of some kind will be the result. Education must come to grips with the problem of making private enterprise work. It must give the individual a sense of responsibility for the welfare of his fellowmen. It must give him an understanding of our heritage of freedom with responsibility. Only through such education can freedom live.

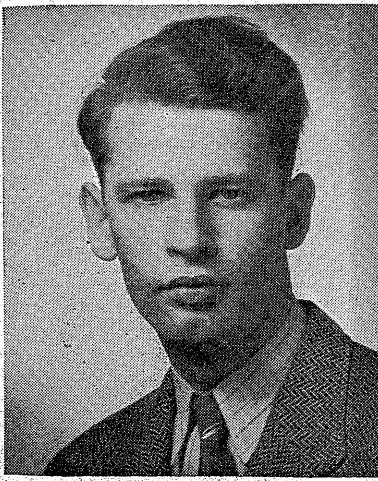
Advocates Brotherhood of Man

A similar example is to be found in the race problem. Racial prejudice is a learned reaction. People are not born with race prejudice. Unless our educational system can teach the humanity of men—unless it can inculcate the dignity of all men regardless of race, color or economic condition, our racial conflicts will end in destructive explosions. We can literally lose our free institutions overnight in racial conflict. We must remember that of the 2,000,000,000 people in the world, only about 500,000,000 are white. The white race can live only as the philosophy of the brotherhood of man is made to prevail. Since we cannot kill all the Japanese, we must learn how to live with them. We can do this only as we make our own creed of the brotherhood of all men a success and thereby teach it to them. Again, education is our only hope.

I could take other examples and show that, regardless of the problem now confronting us, education is our only hope. If the peace is to be won, it will be won only as we are able to make democracy work at home and abroad. And only by a dynamic education can we make democracy work. Education can win the peace if it is given a chance.

I wish to remind you that, as members of the graduating class, you have shared richly in Minnesota's tradition of education for leadership. You, more than any

Minnesota Man Gets Airway Post



Donald L. Meehan

Son of Otis Meehan, Buhl, Minn., and University of Minnesota graduate, now is employed at Pan American World Airways base in Natal, Brazil.

tributions to knowledge within the university gave, he said, an "impression of actuality" to the work of the classrooms. He did not stand alone in his belief that graduate education contributed to reality in the teaching of the arts and sciences.

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How These Schools Developed

Most of the universities represented in this organization reveal graduate stories that are alike in essentials. The chronology is not the same—the names are different. But certain fundamentals stand out: scholars and teachers who realized the significance of graduate education to the real university, departments in which research was a fruitifying force; needs in educational leadership that were not met under old concepts of the place of the university; demands for knowledge that broke through

other group, should appreciate the rule of education in social progress. You will influence the quantity and quality of our education as well as its orientation. You will know that no cloistered concept of education can save our free institutions; that all agencies must be marshalled for action. You will recognize the role of newspapers, radio, service clubs, churches, chambers of commerce, labor unions and all other organizations with potentialities for education.

No matter what profession or walk of life you enter you will have opportunities to share in some educational activity. Every parent is an educator. So is every businessman, every doctor, every lawyer. Your understanding and support of education as a leader in your community is of vital importance, for without it education may lack that effectiveness so essential to the life of our democracy.

Advice on Education

But educational institutions themselves must recognize their heavy responsibilities. New educational programs must be developed. More effective teaching must be achieved. University courses must come to grips with the crucial problems of our times. Adult education must be extended and made increasingly effective. More emphasis must be placed upon moral and spiritual values. The American tradition of freedom with responsibility must be more clearly interpreted. The life of our universities must itself become an expression of this tradition. Administrators and faculties, thus, face complex undertakings. But the tasks ahead will be thrilling adventures, for if successful they can give reality and permanence to human values and to human freedom. They can win the peace.

Farm and Home Week Nearing

Late information on the problems of China will be the subject of one of the headline programs of the annual Farm and Home Week at University Farm, January 16 through 19, according to J. O. Christianson, director of agricultural short courses. George Grim, former radio director for the Minneapolis Star-Journal, will speak on "China from the Inside" at assembly Wednesday noon, January 17, in one of his first public appearances since his return from the Orient. When Grim entered the U. S. Army in 1943 he was loaned to the Chinese government and spent months in China working on Station XGOY, known as the Voice of China.

The Farm and Home Week classes which add up to a full four-day schedule for University Farm visitors will be varied with assembly programs each noon and evening. Dr. Christianson pointed out today. Among the assembly speakers will be F. R. Immer, associate director of the experiment station, who will give visitors an insight into England's wartime problems. Dr. Immer returned in November after spending nine months in Britain.

Walter C. Coffey, president of the University, will continue his breakfast talks which were inaugurated while he was dean and director of the department of agriculture and which have become Farm and Home Week tradition.

More than a score of Minnesota organizations associated with agricultural development in the state will hold meetings during the short course week in January. Attendance at Farm and Home Week before the war averaged around 3,000. Interest shown so far this year indicates a large attendance of farmers and homemakers eager to keep up on the latest developments in their field.

the conservatism of established forms.

You know the modern sequel of all this. The graduate school has become, as I have said, a central, potent, and influential institution. Granting numerous shadows in the picture and a host of unsolved problems, it remains true that the graduate schools are the key not only to American education but to much of our professional life.

It is necessary for us not to underestimate the importance of graduate education. There is danger in such underestimation of failing to gauge realistically the needs that we must appraise; and of accepting less responsibility than our needs impose upon us. On the other side of the picture, there is a need for leadership that is all-university in its interest, courageous in its demands, and actual in its analysis.

Contribution to War

The unseen front of the war, the front of science and technology, offers some testimony of the importance of the graduate schools. One of my colleagues recently pointed out to me that in the ten years before Pearl Harbor this country turned out 1,500 Ph.D.'s in physics and nearly 5,000 in chemistry. He went on to speak of mathematics, engineering, and the biological sciences, and said that it was "this pool of American trained scientists and engineers," products of our graduate schools, from which have been drawn those who are largely responsible for our technological war effort. In mentioning Ph.D.'s, I have no wish to exaggerate the importance of degrees. American education has overemphasized degrees and underemphasized the kind and quality of training needed in many areas and professions. But I am safe in saying that no small part of the success of the scientific front of this war goes back to the training given in the graduate schools of American universities.

An extraordinary responsibility is centered in our graduate schools, building upon the foundation of pre-graduate education. It is a responsibility for research and for the training of research men and women in scores of fields that are of far-reaching importance both in war and peace. It is a responsibility for the training of leaders in many of the professions; and for educating some and perhaps many of the creative leaders in industry. It is a responsibility for the advanced education of teachers not only in colleges and universities but also in secondary schools. It is a responsibility for training scholars in agriculture and medicine and the humanities, in the social and the natural sciences—in fact, in fields diverse in technique and purpose.

Though Dean Mumford failed
Continued on page 4, column 1

Fats and Oils Produced in State Rate Importantly in U. S. Economy

Butterfat, Hogs and Flaxseed Sources of Major Food, Industrial Products

Many interesting facts concerning fats and oils, both those produced in Minnesota and other parts of the United States, and those that this country imports, are revealed in the bulletin, "The Minnesota Farmer's Interest in Fats and Oils," by Rex W. Cox, assistant professor of agricultural economics, College of Agriculture, Forestry and Home Economics, University of Minnesota.

He shows, for example, that in 1940 total production of animal and vegetable fats and oils in the United States amounted to nine and a half billion pounds, with animal products accounting for 67 per cent of the total.

To quote Mr. Cox: "Minnesota derives more than one-half of its annual cash income from the fat-and-oil-bearing products, chiefly milk, hogs and flaxseed. During the large expansion which has taken place in Minnesota agriculture during the past 33 years and which reached a peak in 1942-'43, the output of these products increased more rapidly than that of most other products.

The sales of butterfat, including the butterfat equivalent of cream, whole milk and farm butter in 1940-'43, were more than two and one-half times those of 1910-'14. The sales of hogs, again in Minnesota, were almost four times as large, and those of flaxseed more than five times as large. The combined income received from the sale of butterfat, hogs and flaxseed averaged 54 per cent of the total Minnesota cash farm income in 1940-'43 as compared with 38 per cent in 1910-'14. Although the production of soybeans increased from 11,000 bushels in 1935-'39 to 3.5 million bushels in 1942-'43, this crop is relatively of minor importance in Minnesota agriculture.

This State Important
Minnesota occupies an important position in its contribution to the total supply of fats and oils originating in the United States. In 1940-'43 this state contributed about 20 per cent of the supply of butter, seven per cent of the supply of lard, and 43 per cent of the supply of linseed oil. The output of oil obtained from the 1942-'43 production of soybeans represented 1.7 per cent of the United States supply of this oil.

The national fats and oils picture has changed greatly since the beginning of the war. Although the total domestic production of the fat- and oil-bearing products has increased greatly during the past two years, the supply has been relatively short because of limited imports and enlarged demands arising from a high rate of industrial activity, the need for fats and oils in the manufacture of armaments and munitions, and the operation of the lend-lease program. In consequence, these items have been rationed not only in direct consumption, but also to the processors of food and industrial products. The manufacturing technique of many of these products has undergone rapid changes, particularly in the substitution of domestically produced fats and oils for those formerly imported.

The Minnesota farmer is interested not only in the long-time and current changes in the production, trade, and utilization of the various fats and oils in direct consumption or in the manufacture of margarine, lard substitutes, soap, paints, varnishes, and other products, but also in the competitive aspects of butter and margarine, and lard and lard substitutes. He is also concerned with the postwar demand, particularly for butter, lard, and linseed oil.

The purpose of this bulletin is to analyze these various phases, but in order to do so it is necessary to consider them from a national viewpoint.

Classes of Fats and Oils
The two large classes of fats and oils, animal and vegetable, may be subdivided into drying, semidrying, and nondrying. Generally, those of animal origin, except the marine, are nondrying, while some vegetable oils are found in each of the various subdivisions. Drying oils absorb oxygen from the air and are thereby converted into plastic, elastic, resinlike substances. Consequently, where they are exposed in a thin layer, as in painting, they form a tough, elastic, waterproof film which adheres tightly to the painted surface and protects it from the

weather. The most important drying oil produced in the United States is linseed which is the main ingredient entering into the manufacture of paint and other products of the drying industries. Tung and perilla oils, which have been the two chief competitors of linseed in the manufacture of these products, are imported oils. The non-drying oils have a wide variety of uses such as in the manufacture of food products, soaps, leather dressings, lubricants, and others. Some of the more common strictly nondrying oils are coconut, cottonseed, and olive. Butter and lard, the most important animal fats, are also classified as nondrying.

Soybean and corn oils are representative of the semidrying group. When exposed to the atmosphere in a thin layer, these oils and others of the group thicken but do not form a hard dry film. In consequence, they are not used in any large proportion in the manufacture of paints and varnishes, and when so used they must be mixed with oils possessing quick-drying characteristics.

Fats and oils in general fall into three classes of use, edible, technical, and special, but in only a few cases is any fat or oil confined to any one use. Some oils, such as olive and peanut, obtained by cold pressing the raw material are suitable for edible purposes without further processing other than filtering. These are commonly called virgin oils. Others obtained by hot pressing or by solvent extraction usually must go through a process of refinement before being suitable for edible purposes. Among the more common edible oils obtained in this way are coconut, cottonseed, soybean, and inferior grades of olive oil. Many fats and oils may be used for industrial purposes without being refined, but often they are processed in some way. For example, some are hydrogenated for soap; tung oil is subjected to heat treatment for use in paints and varnishes; linseed oil is blown, boiled, or refined or otherwise treated for special industrial uses; cottonseed oil must be refined for use in white soap; fish oils are usually deodorized before use and are also refined for use in paint.

The distinction between edible and inedible fats and oils is a purely practical one, for with modern methods nearly all can be refined or modified to a point of physiological edibility, although the costs of so doing might exclude them as serious competitors with others more readily adaptable for use in food products.

Production and Trade
Practically all of the animal fats and oils used in this country, with the exception of some fish and whale oils, are of domestic origin, but the supply of vegetable oils has consisted not only of those produced from both domestic and imported seeds, but also imported oils (table 2). The total production of fats and oils in the United States including butter and lard increased from over 5.8 billion pounds in 1912 to 9.5 billion in 1940, a gain of 64 per cent. Production of animal fats accounted for 65 per cent of the total in 1912 and 67 per cent in 1940. The production of vegetable oils produced from domestic materials represented 31 per cent of the total in 1912 but declined to 26 per cent in 1940, while that obtained from imported materials increased from 4 to 8 per cent.

Our imports of fats and oils totaled almost 1.9 billion pounds from July 1, 1938, to June 30, 1939. The imports of coconut oil and copra in terms of oil equivalent, practically all of which originated in the Philippines, were 674 million pounds, or 35 per cent of the total imports. Flaxseed imports from South America in terms of linseed oil equivalent amounted to 349 million pounds, or 18 per cent of the total. Imports of palm oil contributed 14 per cent, about four-fifths of which originated in the East Indies with most of the remaining coming from Africa. Europe and Africa supplied 104 million pounds of olive oil which represented more than five per cent of the total. All of the 96,000,000 pounds of tung oil imported came from China and Hong Kong, while the 39,000,000 pounds of perilla oil originated in Japan and Kwangton. These two oils constituted about seven per cent of our total imports. South America supplied all of our imports of castor oil and about two-thirds of the imports of cottonseed oil.

Supervising Engineer a Campus Veteran



Dr. William F. Holman

Continued from page 1, column 4

Urges Farmers Continue Smart Money Practices

The desirable financial practices followed so far in this war by Minnesota farmers in general encourage the hope that the same policies may be adhered to in the critical postwar years, in the opinion of W. H. Dankers, extension marketing economist at University Farm. He urges farmers to use the higher incomes of good years to fill the valley of depression years, and by so doing protect their farms and their standard of living during unfavorable periods. Careful financial planning on the part of Minnesota farmers for the postwar adjustment period should include the following practices, Dankers says:

1. Continue debt reduction at as rapid a rate as possible.
2. Expand war bond purchases to help finance the winning of the war and to build reserves for postwar readjustments.
3. Refrain from spending reserves of cash and war bonds for land, equipment, and consumer goods at inflated prices.
4. Keep debts in line with long-term income prospects.
5. Wait until postwar readjustment problems begin to clear up, and then use reserves and borrowing power to adjust individual farms to the most efficient size, to acquire cost-reducing equipment and to produce commodities which promise the best financial results.
6. Retain a portion of wartime accumulation of cash, or assets easily liquidated, to meet unusual emergencies such as accidents, crop failure and other hazards incident to the farming business.

Head of Nanking University Here

Recently a visitor to Minneapolis was the University of Minnesota was Dr. Yu Kuang Chen, president in exile of the University of Nanking. Dr. Chen is one of six Chinese educators invited to this country by our state department to report on China and visit American educational institutions. He holds the Ph.D. degree from Columbia. In Minneapolis he spoke before a joint meeting of the 5.55 and 6 O'clock clubs at the Federal Reserve bank, at Westminster church, Wesley Methodist church and before the Foreign Policy Association. At present Dr. Chen is making his headquarters in Oberlin, Ohio.

Agents Win Recognition
Certificates of merit for outstanding service to agriculture have been awarded to two Minnesota county agricultural agents by the National Association of County Agricultural Agents. George M. Gehant, Yellow Medicine county agent, and Wayne Weiser, Lac qui Parle county agent, are among agents from 26 states given the award for 1944.

Honor J. O. Christianson
J. O. Christianson, director of agricultural short courses at University Farm, has been appointed chairman of a national committee on short courses sponsored by the National Association of Land Grant Colleges and Universities. The committee is composed of six members representing different state universities.

Cook County Ore Deposits To Be Drilled

Regents of the University of Minnesota meeting Dec. 8 approved an agreement with the Minnesota Iron Range Resources and Rehabilitation commission whereby diamond drilling of known mineral deposits in Cook county will be undertaken. The Minnesota Institute of Research, a university organization, and the State Geological Survey, of which Dr. F. F. Grout is head, will direct the project, for which the resources commission will provide \$26,500, of which about \$25,000 will be spent on drilling.

"There are several mineral deposits in Cook county which have been known for many years but of which the tonnage has not been determined," said a statement placed before the board. "Surveys of surface outcrops and magnetic attractions have been made by the Minnesota Geological Survey and are favorable enough to suggest some diamond drilling. The area selected has many outcrops of titaniferous magnetite (magnetic iron ore) associated with which are minerals of vanadium, copper and nickel."

Findings and estimates will be reported by the range commission and the university groups will discuss application of the findings in later papers.

To fill the vacancy created at University Farm by resignation of Professor Gustav Swanson in the field of game and wildlife management the board appointed Dr. William Hampton Marshall, who has had six years experience as re-states Fish and Wildlife Service search worker with the United and is now with the War Food Administration at Boise, Idaho. He holds the Ph.D. degree from the School of Forestry and Conservation of the University of Michigan. Most of his research and field work has been on the subject of fur-bearing animals.

The board was notified by the Civil Aeronautics Administration that its air agency certificate has been renewed. This permits operation of a ground school at University Flying Field in conjunction with a flight training program there conducted by American Aviation, Inc. No additional activities at the field are contemplated now.

entist came to Minnesota in the fall of 1909 he was an instructor in physics, but the next year he transferred to mathematics and mechanics in the College of Engineering and Architecture. He was second man in the department to Prof. Brooke when in 1928 he became supervising engineer.

Bill Holman is a friendly, likeable man whose outdoor hobbies are golf and small game hunting, but Masonry is his really big interest. Dr. Holman is at present acting grand master of Masons in Minnesota and is in line for election to that post for next year. He devotes much evening time to Masonic activities and is an honorary 33rd degree Mason of the Scottish Rite.

Before affairs of campus fraternities were transferred to the office of the dean of students under the present set-up Dr. Holman was for many years head of the organization of faculty which advised fraternities through the Interfraternity Council. This gave him a wide acquaintance among students, which is one of the things he misses in his present role. He was president of the Minneapolis Engineers Club in 1926 and belongs to the American Association for the Advancement of Science, and to the honorary scientific society, Sigma Xi, Nebraska chapter.

The Holman's live at 629 Fifth St. S. E. Mrs. Holman is a successful businesswoman. Of their two children, John is a pharmacist's mate, 1st class, on duty in the Pacific. Jane is working toward a master's degree at the University of Minnesota, majoring in bacteriology.

Looking back over the years Dr. Holman thinks his busiest time came during the first world war. At that time he taught two sections in physics, carried a normal teaching load in mathematics and mechanics and taught also reinforced concrete to senior civil engineers.

Dr. Holman is fond of the men who work under him and praises especially the many permanent employees in key posts who have been at the university for years and whom all have come to know. "They are a fine, loyal bunch of men," he says, "there are no better people anywhere than the permanent employees in buildings and grounds."

janitorial work of various grades. In headquarters of the department are employed, besides secretaries and typists, structural, mechanical and architectural engineers, architects and draughtsmen. The veteran Wallace Blomquist who was "born on the campus," that is, in a house that then stood about where Vincent Hall now stands, has charge of the custodial force. This force also does such jobs as ushering at the concerts of the Minneapolis Symphony orchestra and the building management, though not the activities, of such structures as Northrop Memorial Auditorium and the Coffman Memorial Union.

The university's extensive telephone service is also a branch of Dr. Holman's office. On the main campus day and night service is maintained every day in the year. At University Farm telephone service is on a somewhat more restricted basis, but night service will have to be established there soon at the present rate of growth. "There are times during the football season when ticket inquiries make our private branch exchange the busiest in the northwest," Bill explained.

Maintenance and upkeep of the entire athletic plant also devolves upon the supervising engineer's department, although the workers there are paid from athletic receipts. In University Hospital the workers are divided, some being under buildings and grounds and some under the hospital superintendent. The golf course on Larpenteur avenue is also under buildings and grounds for maintenance.

Physical Plant Grows Rapidly
Of course the extent of the university's physical plant has grown tremendously. When Holman came to Minnesota as an instructor in physics in 1909 there were almost no buildings on the area of the campus along Washington avenue. First structures to go up south of the railroad cut that used to pass through the campus were Elliot Memorial Hospital, and Main and Experimental engineering buildings, then Millard Hall and the Institute of Anatomy in the medical group.

Dr. Holman points out that the original Cass Gilbert plan, made by the famous architect to be followed in the university's expansion, has been of great use. For example, he says, grades then established have since been followed for all buildings, that being one reason why Coffman Union seems to stand up so high. This grade is predicated on an assumption that Washington avenue eventually will pass through a tunnel over its stretch through the campus.

Dr. Holman was born in Friend, Neb., and grew up in Tobias, Salline county, Neb., not far from Lincoln. He went to college at the University of Nebraska and took a degree in electrical engineering and a master of arts in physics and mathematics. He then attended the University of Goettingen, where he got the doctor of philosophy degree in 1908. Thereafter he taught for one year in Worcester (Mass) Polytechnic Institute.

His coming to Minnesota was a result of his having encountered in Goettingen, Prof. William E. Brooke, later head of the department of mathematics and mechanics at Minnesota. Brooke was also a Nebraskan, and Holman knew his sister and other members of the family. When the young sci-

Describes Integration of Teaching in Graduate School



Dean Theodore C. Blegen

Continued from page 2, column 5 to include a separate chapter on the graduate schools, he used language as emphatic as the language I have used to stress their importance. "In all institutions of higher learning," he wrote, "it is the graduate schools that are consciously concerned with the advancement of knowledge. It is these divisions of the universities and colleges which are creative. They are the source of new knowledge. They encourage and foster the highest intellectual attainments. They are our chief training schools for scholars. They encourage original research and independent thinking. It is in these divisions everywhere that we find the highest expression of our intellectual efforts. The most renowned scholars of our time are associated with the graduate schools. In them the scientific method has reached a high degree of development."

"I have not paraded graduate responsibilities or quoted Dean Mumford in order to boast about the graduate school or to claim for it an unmerited place in the postwar college or university. I have spoken of these responsibilities because they cannot be met effectively unless we recognize them. Such recognition does not mean that we are blind to our limitations or deficiencies. But it will strengthen our efforts to make graduate education square with its responsibilities and consequently with its opportunities."

"A Look Ahead"

Assuming without further argument the importance of graduate education, I should like to examine more closely the theme of this session—"A Look Ahead." In looking ahead, we need to look fairly at our problems.

They are in part special problems arising out of the unusual changes and situations centered in the war, and in part general problems that have their setting in the longer backgrounds of graduate education. Both are important, but I have the impression that our natural absorption with special, war-created problems may have made us less sharply aware than we should be of more general problems that have their setting in the longer backgrounds of graduate education.

What are some of the important questions immediately before us or looming up in the postwar period? Our place in the universities depends in part upon the success with which we meet these problems. Let me attempt to state a few of them as I see them. The following in particular seems to me to challenge us:

I. The problem of achieving high quality in our graduate faculties. The departure of many outstanding teachers and research men to war service, with uncertainty as to their return; the interruption of the graduate training of brilliant younger scholars and the dwindling of the numbers of new graduate students; the competition of private industry; and the too low salary levels of our profession will inevitably create grave difficulties for graduate schools after the war. Time will be needed to heal this situation, but meanwhile vigorous attempts should be made to raise the levels of salaries for college and university teachers.

II. The problem of freeing competent, productive scholars from heavy burdens of undergraduate teaching. These drain away energy and time that should be centered upon research and graduate teaching. Closely related to this is the problem of giving adequate assistance and funds to research men of high quality. This means aid on a scale that many universities have been unwilling to contemplate in the past.

This matter is one of vital importance for American scholarship. We cannot and should not dodge the challenge to give competent assisting hands to our creative scholars. This means not only graduate assistance but also postdoctoral fellowships. The truth is that many of the maotashrdl that many of the major problems of scientific research are too difficult, too complex, for assignment to doctoral candidates. Those candidates can indeed attack segments of major problems, but the forefront must be led by mature scholars with highly trained assistants, who in turn will profit greatly by seasoning in postdoctoral research.

III. The problem of maintaining and increasing the support of University research and of meeting new opportunities and challenges in both fundamental and applied studies. It is probable that we shall have movements toward reorganization in this connection. The re-

search picture in many universities is confused. There is often relatively little coordination; the ways and methods of securing funds for research have not been well worked out; important enterprises languish for lack of a support that probably could be secured; our conceptions of financial needs have often been lamentably over-modest; in many universities there is no center of information about the research needs of the university.

Donations and bequests result in the creation of dozens and scores of institutes, boards and committees sprawled across the campus. Much research is naturally centered in the graduate school; much of the research organization lies outside that school. Some universities have interested themselves in plans to correlate the subsidized research, to promote the channeling of information about research needs, to advance the recruiting of necessary funds, and to avoid the confusion that has resulted from the largely unplanned development of the whole research picture. At the same time they face the problem of steering clear of the danger of hampering instead of encouraging the initiative and drive of the individual scholar. They must not impinge upon what G. Stanley Hall called the freedom of scholars "to work in their own way."

IV. The problem, with respect both to graduate training and research, of developing what one of my colleagues has called the "interstitial areas"—the marginal zones of study and research. Recent developments in research as well as new needs of training point to a large coming development in these areas. Under an overdepartmentalized educational system they have been given too little attention in the past. They can be neglected no longer, for many of the great problems of research are in the marginal zones. One thinks, for example, of the problem of the constitution of the molecule and its physiological action; and of the field of cancer research. Recent experiments in "area education" suggest that it is not only in science but also in social science and yet other fields that we face compelling needs to develop "interstitial areas." Students of American civilization and culture are becoming increasingly aware of the necessity of employing what someone has called the "multi-disciplinary approach." We cannot achieve this approach unless we lay our departmental pistons down and go in for conference, cooperation, and exploration of marginal zones.

V. The broad and ever-present question of re-appraising all our designs of graduate education. This is a problem of examining needs that have not been well met in the past, of daring to pioneer new frontiers.

VI. The articulation of graduate education with a more general education in undergraduate work. There is under way an intelligent revolt against overspecialization in undergraduate years. It finds effective expression in the *Design for General Education* which the American Council on Education Studies recently published. There is, I believe, much to be said for the new emphasis that educational leaders are placing upon general education. I suspect that it will result ultimately in more broadly prepared graduate students. And who among us will quarrel, from the graduate point of view, with that highly desirable outcome?

VII. The problem of meeting the demands that will be created by large numbers of graduate students and by changes in their

distribution and needs. In the University of Minnesota, where the total graduate enrollment for the peak year before the war (1939-1940), counting both regular and summer sessions, was about 4,000 students, there are confident prophecies of an enrollment in the neighborhood of six thousand graduate students in a single calendar year within the five-year period after the war. I have in mind not only the problems of graduate programs and courses but also those of counseling, of decent student housing, and of student aids and fellowships.

VIII. The problem of utilizing new devices, such as the graduate record examination, to aid in selecting and appraising graduate students in the future. This problem is not new, for we all know the inadequacies of the conventional transcripts and we have experimented with examinations. But the problem will press upon us in the postwar period as it never has in the past, for we shall be confronted with numerous credentials, including those of many veterans, that do not conform to conventional molds. It is part of the still larger problem of building higher quality in our graduate student bodies.

IX. The special problems centering in returning veterans. Taking advantage of the G. I. Bill of Rights, many servicemen will go to the graduate schools to be "inducted," as Dean Bent has phrased it, into civilian life.

X. The problem of carrying professional training in many fields to the level of a fifth year to meet needs that are met now by the graduate schools.

XI. The problem of graduate school organization and responsibilities under a system of faculty participation and control.

XII. The perennial problems of degrees, including the master's degree. Many universities still administer for all secondary school teachers who seek the master's degree a degree that involves the writing of what someone properly called "a lesser Ph.D. thesis." Others, as Dr. Miller remarks, "have reduced the emphasis upon thesis and research, thus providing broader training in the fields related to the major." In connection with degrees, we need a realistic appraisal of the traditional foreign language requirements, at both the master's and the doctor's levels. To mention another aspect of the problem of degrees, how can we forward a wider appreciation of the fact that it is the quality and kind of training, coupled with the quality of the individual, that are important, and not degrees themselves?

XIII. The old problems of educating Ph.D.'s who do not handle pen or typewriter as if they were under sentence to employ formidable, awkward, dull, lifeless prose in their writing; and of educating teachers who are not deplorably ignorant of the art of communicating knowledge to students. I grant that in some institutions there may be a danger of turning out—I will not say educating—teachers who combine a deftness in pedagogical method with all too little knowledge or even a singular ignorance of the subject they essay to teach. But we cannot avoid facing the problem of better preparation of teachers, especially at the college level.

XIV. Finally, the problem of knowing our own limitations. We need to understand clearly that we are not equipped and staffed to do everything. What are the limits of what we, in a particular institution, can do effectively and well?

Problems of Educational Statesmanship

The list could be multiplied; and some of the problems I have mentioned could be broken down into a score of parts, each worth defining, each difficult to meet. But here are some real problems. I have brought them together not only to invite discussion of how to deal with these particular ones, but also to furnish a setting for some general questions about leadership in graduate education. As we look ahead, we must of course be alert to the questions immediately confronting us. But it is well to consider also some broader matters of educational statesmanship.

One of these matters has to do with the selection of the teaching and research staff. I have never forgotten a talk that Dean Ford gave some years ago on selecting and improving the college faculty. "Making budgets is necessary," he said, "and tinkering with curriculums is busywork; but getting together a real faculty is the only

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thing that makes a great institution." That phrase has stuck in my mind, and in the midst of minor problems I remind myself that nearly everything else is unimportant compared with that matter of getting a good staff. Dean Ford spoke of Eliot and Gilman and Harper, who are praised for many particular things, but whose greatest distinction was that they picked outstanding men.

If choosing men is "the one big job in a university," the leaders of graduate education could do worse than consider their responsibilities in that connection. Some graduate deans and their boards—perhaps more than I suppose—have played large roles in the selection of staff. I am under the impression, however, that in many universities, perhaps because the graduate school is superimposed upon existing colleges and departments, the graduate dean and his faculty council may have a relatively small part in that important task. The dean works with a faculty within a faculty—a graduate faculty selected, for the offering of graduate courses and the advising of candidates for higher degrees, from the faculties of the separate colleges. I suspect that sometimes neither he nor his council is consulted with respect to the basic appointments that serve as the foundation upon which the graduate faculty is built. The dean and council do of course exert an important influence by their selection of the faculty within the faculties—and particularly by the standards they apply in such selection.

The Importance of Intellectual Leadership

Without recommending any rule by which the long-range interests of a graduate school could best be served in this matter of appointments, we may raise a few questions. Should the matter be left to the personal influence of the graduate dean in his relations to the faculty, other deans, and the president? Should the graduate dean have official authorization to be consulted, with his council or board, on appointments and promotions that have to do with graduate work? Are there other ways in which graduate criteria can be applied to the selection and advancement of the faculty who are to teach graduate classes, advise graduate students, and play important roles in research positions? Of one thing we may be certain: the quality of the teaching and research staff of a graduate school is fundamental to its success in meeting the entire range of its problems. We may isolate a hundred specific problems in a graduate school, but nearly all of them center finally in its intellectual leadership in classroom and seminar, in research, in the counseling of graduate students.

Whatever may be the best way to aid in securing highly qualified intellectual leadership in the life of the university, the graduate dean has a clear responsibility to know about the sources of faculty men and women, to explore possibilities, study qualifications, be informed about departments and universities and their products, and be ready to make recommendations. He occupies a strategic position if only because he is constantly examining the credentials of students from a multitude of colleges—students whose records and interests speak of the teachers under whom they have studied. And he occupies a strategic position because as much as, perhaps more than, any other university dean, he has an all-university responsibility and view. His concern is to have good teachers facing good students in every part of the university.

Plans for Improvement

One aspect of educational leadership at the graduate level lies in the vigilant planning of better provision for graduate education. This is easy to say, difficult to carry out. It is particularly important now, with a depleted staff, a huge forthcoming increase in student enrollment, and many special problems resulting from the

war. But it is important whether times are normal or abnormal. The forms of such planning include calling for adequate budgets and comparing existing conditions, educational and administrative, with the needs of a year, five years, or even a longer period ahead; and blocking out ways of meeting them.

Much of the responsibility for university research centers in the graduate school. I believe that research organization and administration should be identified closely with the graduate school—an integral part of it. Research is intimately related to the spirit and purposes of graduate education. Are we clearheaded in asking for the funds that we need? Are we sure that our research organization could not be improved? Have we permitted an intricate and uncoordinated system to develop in haphazard fashion as the university has grown, as funds have been received, as particular needs have been met? Have we dealt effectively with the problem of public understanding of research needs? Have we played the role we might play in helping scholars to get the support they need? I suspect that in many universities the answers to these questions, or at least to some of them, would be negative. In not a few universities there is in the realm of research a place for a degree of graduate school leadership not hitherto exercised.

One aspect of a graduate deanship is, as I have suggested, its all-university character. The dean is interested not only in staff and students across the entire campus, but in equipment, library facilities, graduate student housing, and university policies along the entire front of education. As Dean Smith has remarked, he is more than a co-ordinator of departmental activities at the graduate level. I am skeptical about defining by official decree the bounds of a graduate dean's authority in the sphere of his all-university interests. But I believe that a graduate dean, taking into account the graduate school's concern in the whole range of university education, should accept no small share of responsibility in matters of university policy.

In the realm of planning, as indeed in all the work of a graduate school, much of the leadership rests with the faculty itself, particularly as it functions through its graduate councils and committees and boards. Many of the questions that I have raised in this paper will be solved not primarily, I think, by the deans (or even by conferences of deans) but by the graduate faculty itself functioning through its councils and committees.

Inner Spirit of Inquiry

In a period of great difficulty the graduate schools have maintained not only their framework but their inner spirit of inquiry. They are concerned with many problems as they enter the postwar period and they are meeting them or laying plans to meet them. Their success in meeting them is not merely a question of universities and graduate schools. It is a question of American civilization and progress in the postwar years and a long future.

The place of the graduate schools in the land-grant colleges and universities, ill-defined and uncertain in early days, is today on the whole fairly clearly defined and certain. They reach into all parts of the university through their faculty, courses, students, and researches, or by means of the spirit of inquiry that they foster. They have been decisive in turning our institutions into real universities. They are central to the University's aim of educating men and women beyond the undergraduate level to the responsibilities of modern America in the arts and sciences, in industry and agriculture, in education and the professions. They are potent to the University's aim of forwarding research and advanced study, extending the boundaries of knowledge and training succeeding generations in the ways of acquiring and transmitting knowledge.

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Mayo Memorial Campaign Ready Dr. Cowling Says

Twelve-Story Central Structure in Medical School Planned

GOAL IS TWO MILLION

Opportunity to Give in Great Minnesotans' Memory Offered All

Plans for erection of a center for medical research, teaching and administration as a memorial to Dr. William James and Dr. Charles Horace Mayo were announced recently by the committee of founders of the Mayo memorial, headed by Dr. Donald J. Cowling.

The proposed 12-story Mayo Memorial building, to be erected on the University of Minnesota medical campus in the center of the University Hospitals quadrangle, will be constructed at an approximate cost of \$2,000,000.

Citizens of Minnesota, where the Drs. Mayo were born, where they practiced all their lives and to which the Mayo reputation has drawn the sick and suffering from all over the world, will be asked to contribute most of the funds for erection of the memorial to the two men who were called "country doctors for the world."

A statewide appeal for contributions will be started early in 1945 under direction of the committee of founders.

The appeal also will be carried on nationally and, if war conditions permit, internationally, to give the friends of the Mayos all over the world a chance to contribute.

The committee of founders was appointed by the governor and the state legislature after passage of a concurrent resolution by the 1943 legislature calling attention to the many outstanding advances in medical science brought to mankind by the Drs. Mayo and asking a committee be appointed to plan a suitable memorial to these distinguished sons of Minnesota.

The Committee Members

Serving with Dr. Cowling on the committee of founders are Dr. George Earl, St. Paul, secretary of the committee; James Ford Bell, Earle Brown, Mrs. George Chase Christian and Frank T. Hefelfinger of Minneapolis; George W. Lawson, Archbishop John Gregory Murray and I. A. O'Shaughnessy of St. Paul; Jay C. Hornel, Austin; Ward Lucas, Winona; Dr. Edward L. Tuohy, Duluth; and six members of the state legislature; Senators Raymond J. Julkowski, Charles N. Orr and William B. Richardson; Representatives Walter Burdick and Ben D. Hughes and former representative Mabeth Hurd Paige.

"The committees of founders have weighed many suggestions for a suitable memorial to the Mayo brothers and have finally determined the most fitting would be a great center for research to be erected on the campus of the medical school of the University of Minnesota to which the Drs. Mayo devoted so much time, interest and money during their lifetime," Dr. Cowling said today.

Dr. Will Long a Regent

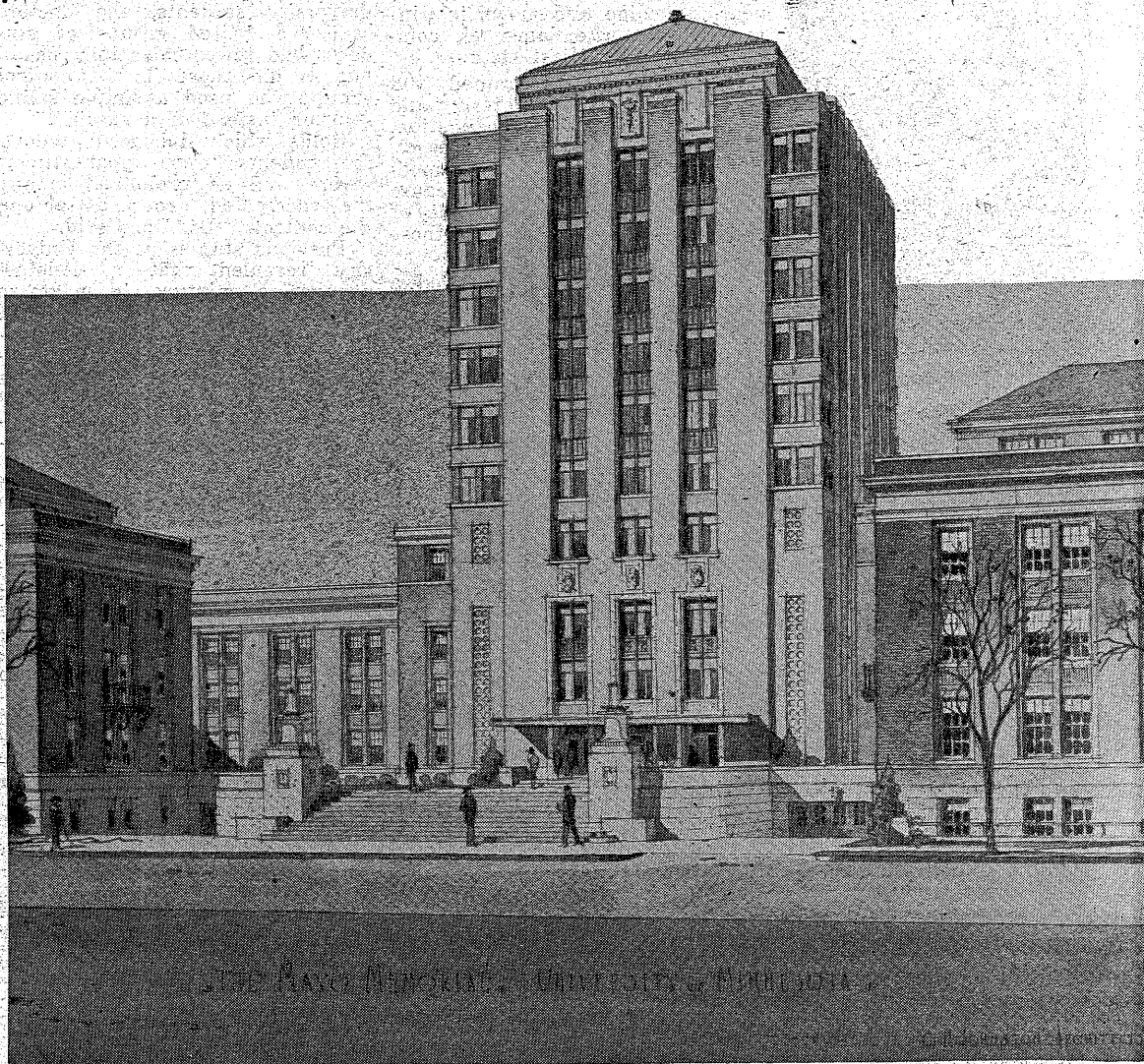
Dr. Will Mayo served the university as a member of the board of regents for 32 years and Dr. Charles was for many years professor of surgery.

Together they were responsible for establishing the Mayo Foundation for medical education and research.

Mayo memorial committees will be organized by the committee of founders, in Minneapolis, St. Paul, Duluth and elsewhere in the state to take charge of the appeal for contributions to help erect the memorial.

As shown in the architect's drawing reproduced on this page, the Memorial building would occupy a central position in the quadrangle of University Hospitals. It would be devoted to departmental offices of the Medical School, research laboratories, a

Memorial Tower Would Stand in Medical Quadrangle



Rochester Program of Studying Child Forms Bureau Probably Biggest in Medical History For Veterans On Campus

Records of Growth, Progress Physical and Emotional Health to Be Kept to Maturity

What may be the most thorough program of combined child study, child care and child guidance in the history of medicine has been undertaken by the Mayo Foundation of the University of Minnesota in the Foundation's home city of Rochester, a community of about 30,000 people.

It is an endeavor to keep a complete record of the physical and emotional development of a generation from conception to maturity, that generation being made up of all the babies born in Rochester starting January 1, 1944. The first year of the project has thus been completed.

Pediatricians and nurses supplied by the Foundation will be the main workers on this tremendous program, but assistance will be given also by the city department of health and the Rochester public schools.

To direct the program the Mayo Foundation has employed Dr. C. Anderson Aldrich, who formerly was head of the Chicago Children's hospital. He holds the rank of professor of pediatrics.

The Mayo Foundation is an agency of the graduate school of the University of Minnesota, endowed with several million dollars given by the late Drs. William James and Charles Horace Mayo and their associates in the world-famous Mayo Clinic. Most of the physicians of the clinic hold professorial rank in the University of Minnesota through the Foundation and the "fellows" of the Foundation are enrolled in the Minnesota graduate school.

Five Agencies Outlined

Five steps by which the child will be followed will be those of pre-natal clinics, hospital care at birth, well baby clinics, pre-school clinics and a child health program. "Continuous observation and study" will be accomplished in hospital administration layout, consultation and examining rooms and the like and would vastly increase the efficiency as well as the present facilities of the hospital and the Medical School.

these several agencies. Unusual unity of procedure is possible because, as Dr. Anderson points out, "practically all of the children born in Rochester are under uniform medical supervision. Ninety-five percent of them are born in one hospital under the care of clinic obstetricians, and are seen in the home and in the neonatal and well baby stations by the pediatricians of the clinic."

Other University of Minnesota departments will cooperate. Dr. Irvine McQuarrie, chief of the division of pediatrics, helped lay out the program. Because the oncoming children will presently enter the Rochester public schools a program for orienting teachers to the study has been laid out, and special classes for them are being conducted by the General Extension Division of the university, some of whose teachers fly to Rochester for evening classes.

Dr. Aldrich and his associates are especially interested in the prevention of behavior disturbances and in encouraging each child to develop his own best possibilities. To prevent behavior problems by early prevention rather than attacking them later in child guidance clinics is a fundamental idea of the project.

Social Theory of Experiment

"We live in a democracy which we are fighting to preserve," Dr. Aldrich points out. "The children now growing up will be its leaders of the future. But we cannot expect to have successful leaders in a democracy unless they are emotionally stable enough to stand on their own feet and give and take freely with their fellow men.

"This required emotional stability must stem from a basic security and confidence, the kind that grows up from childhood. It does not seem impossible that human nature may have more cooperative aspects than we have hitherto thought. We can make a start at finding this out by applying the wholesome principles of growth to infant and child care."

The thinking of pediatricians about children and their health, physical and emotional, has been materially changed in recent years by new knowledge of child development, according to Dr. Aldrich. In the past, he said, much time has been wasted in trying to teach

Creation of a general university Bureau of Veterans Affairs and naming of Leigh H. Harden as director was announced last week by President Walter C. Coffey of the University of Minnesota. Purpose of the bureau is to coordinate all matters relating to the educational programs of veterans at the University, including the several counseling programs, the necessary allotment and personnel record keeping as it relates to the individual students, and maintenance of contacts with the local office of the Veterans Administration. The work of the bureau with the students will be carried on under the general direction of Dean E. G. Williamson, Dean of Students.

Mr. Harden will also serve as executive secretary of the Committee on the Coordination of Advisory Services for Veterans, consisting of faculty representatives drawn from each of the colleges of the University.

Mr. Harden transfers to this new position from the office of the dean of the College of Agriculture, Forestry, and Home Economics where he has served for several years as assistant to the dean and instructor. He replaces William Randel, who has served as part-time coordinator for veterans affairs and who now returns to full time teaching of rhetoric in the College of Agriculture, Forestry, and Home Economics. Offices of the bureau have been established in Rooms 201 and 203 Eddy Hall.

There are now at the University nearly 400 veterans of the present war who are participating in the general educational provisions of the G. I. Bill or are assigned by the Veterans Administration for special rehabilitation training. It is expected that these numbers will swell rapidly within the next few months.

a child things that it, as a developing animal, was not ready to learn. "We know now," he explained, "that an average, normal baby will smile at about six weeks, will be able to reach for objects with both hands at approximately four months, will develop pincer movements of fingers and thumb at nine

Continued on page 3, column 3

Regents Greet Tenure Rules With Favor

Final Action to Await Their Reference to Dr. James L. Morrill

SENATE BODY'S WORK

Assistant Professors and Instructors with Long Service Included

Conditions under which members of certain faculty ranks at the University of Minnesota shall have indefinite tenure, others non-permanent tenure for specified periods, were presented to the Board of Regents at its January 12 meeting and received with expressions of approval. Final action was deferred, however, until the rules could be submitted to Dr. J. L. Morrill, president of the University of Wyoming and chancellor-elect of Minnesota, who will take office July 1, next. The report arose from a recommendation of the Senate committee on education to President Walter C. Coffey, who appointed a special committee headed by Dr. William Anderson to draw up a code of tenure. Dr. Anderson appeared before the board to explain his report.

Provisions for academic freedom, adopted by the board some years ago, were included in the report as a codicil.

During recent years there has been a nationwide movement among universities to clarify tenure provisions, not only to assure tenure to faculty members entitled to it but to prevent injustice to younger staff members destined not to be promoted, some of whom have remained at one university so long as to impair their chances of obtaining a post elsewhere that might lead to advancement.

Main provisions of the regulations adopted by the regents are:

Teachers in the ranks of professor and associate professor have permanent tenure, called in the report "indefinite" tenure. This confirms long-established practice. Assistant professors with six years of service receive indefinite tenure.

Instructors now in their eighth year of service in that rank shall be entitled to indefinite tenure. Instructors with a shorter term of service than eight years may be given notice by their dean that their period of service will be up at the end of not to exceed seven years, that having been fixed as the longest period of service for one who does not advance beyond the rank of instructor.

The regulations provide that while those who remain assistant professors may hereafter acquire indefinite tenure, only instructors now blanketed in may obtain that status. Hereafter seven years will be the maximum for an instructor remaining in that rank.

Specified transitional provisions are included, giving the deans of colleges options with respect to men whose terms of service are just short of the years required for indefinite tenure. It is also provided that indefinite tenure may be acquired by instructors who are in the agricultural extension service or the schools of agriculture, where that rank has a somewhat different significance than in a college.

Removal for Cause

Removal for cause is provided for all teaching ranks, causes to "be only such as seriously interfere with the person's capacity competently to perform his duties, or his usefulness to the university." The provision is made that "no person shall be removed from any position on the academic staff because of his beliefs in matters of religion or public policy, or in violation of the principles of academic freedom endorsed by the board of regents in the preamble of these regulations."

The preamble said: "The board of regents of the University of Minnesota is mindful of its responsibility to maintain the university as a community of scholars competent in the instruction of youth."

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Areas Where Science Needs 'Defense' Outlined by Dr. Reyerson for PBK

Must Protect Work in Pure Science; Meet Industry's Drain of Experts

Dr. Lloyd H. Reyerson, professor of inorganic chemistry, Institute of Technology, delivered the annual Phi Beta Kappa address to the Minnesota Alpha chapter last June. To complement the subjects of earlier years "in defense of" various phases of intellectual activity, he chose as his subject, "In Defense of Science."

Said he: "Such a subject as this may raise the question in the minds of many of you: 'Does science need defense?' At least this question was asked the writer by a number of his colleagues when this title was announced. If one looks at the great achievements of science from the time of Galileo to the present, it would seem that no such defense were needed. Much of what science discovers is today taken for granted as the expected rather than the unusual.

On the other hand not more than a decade has elapsed since a hue and cry went up over this land of ours. 'Stop all scientific research! Declare a moratorium if you will because the discoveries of science have placed in the hands of the worker so much productive capacity that the country cannot consume it. A depression with vast unemployment has resulted!' they cried. 'Turn off the spigots spouting new discoveries and new efficiencies in technology. Then unemployment will soon disappear.' Thus did many uninformed intend to solve the depression of the thirties.

Had these same uninformed obtained the real facts before they spoke it is more than likely that they would have completely reversed themselves. Let us examine one or two cases. The automobile industry is the creature of science and technology. Before the war it was estimated that at least ten million Americans derived their livelihood from the many activities stemming from this industry alone. When one considers the needs of this industry in terms of metals, plastics, rubber and petroleum products the estimate indeed seems conservative. One may well ask the question: 'What would these people be doing if there were no automobile?'

Likewise the chemical industry, which is certainly dependent on research for its very existence, employed many times the number of workers during the nineteen thirties than it had on its payrolls at the end of the First World War. No, the answer is that science creates jobs as well as destroys them. Does it destroy more jobs than it creates? I for one do not know in which direction this balance tips. I have been unable to find a complete enough study to enable one to arrive at the correct answer. It appears as though there were times in man's history during which the balance tipped first one way and then the other. Be that as it may, it seems quite certain that the human race would seriously oppose giving up all of the things that science has done for it in the past three hundred years.

Consider the matter of health alone. Plagues are practically unknown and epidemics have been reduced to a minimum. The author can well remember that during his youth there occurred a number of moderately severe epidemics of diphtheria, typhoid fever and smallpox and that tuberculosis was commonly prevalent. Such diseases are not the menace today that they were only forty years ago. The triumphs of medical science have greatly lengthened and improved the life of man on this earth. At the beginning of this century the average length of life was about forty years. Today the life expectancy of a child born in America is slightly more than sixty-four years. In fact if a girl baby survives the first year she may expect to live to more than the Biblical age of three score years and ten. Nature always favors the female of the species; for the baby boy of one year can only hope to approach this same age of seventy. Some of you will rise to remark that most of this has resulted from the conquering of the diseases of children. Whether or not this is the complete answer, it still seems to be an established fact that man's life and health have been greatly improved during the last few decades. No doubt he would strenuously object to giving up these betterments.

Science has also shortcircuited



Dr. Lloyd H. Reyerson

space and time. In so doing it has created complicated mechanisms for transportation, communication, power transmission as well as navigation. Just think for a moment what has preceded the pushing of the switch on the wall and the immediate flooding of the room with light. Contemplate the laboratory successes that make it possible for you to dial a number and if necessary talk 'round the world. We are so accustomed to such things in our every day life that we seldom reflect on what it all means in terms of scientific research and discovery. Wipe it all out and you would return to the life of Washington at Mount Vernon or even to that of a Roman Senator in Rome. Put either one of these gentlemen on Times Square in New York or at the corner of State and Madison Streets in Chicago at the rush hour and I doubt whether either would know how to survive for as long as half an hour. Washington might have the better chance of the two, since as a surveyor he had acquired a slight experience with the scientific method. He probably sought and obtained facts pursuing a course of action. This alone might save him.

No, the actual achievements of science do not appear to need much defense. Yet science does need defense today and will in all probability continue to need it for a long time to come.

In the first place it will be necessary, continuously and vigorously, to defend the right of science to seek nature's truths by whatever experimental means it deems best. This means complete freedom during the search, together with the acceptance of the results of experiments no matter how the results upset the preconceived notions of society. You will note that results are to be accepted, not someone's interpretation of the results. Too many of us took this freedom for granted after the first World War. But in less than a quarter of a century the part of the world that stands for such freedom was again fighting for this right. Yes, fighting even for its very existence and against the possibility of complete enslavement. Nazi and Fascist leaders were opposed to everything which they did not decree and ruthlessly eliminated all who questioned their actions. They even attempted to order scientists to accomplish things which violated Nature's fundamental laws. There is a well known story of a Nazi high official who ordered a leading German chemist to make pounds of radium because there was no good source of the element in the Reich. Radium was to be created by edict just as a certain legislature once attempted to enact a law making the value of pi equal to 3.

When the lights went out in Europe with the rise of the dictators the progress of science in the world was seriously threatened. Good party members displaced scholars and brilliant investigators. Many fled these countries, some to save their very lives, others to remain free men. Science can flourish only where man is essentially free. The greatest progress is always made where man is freest. Prior to the war true science was slowly being stifled under these dictatorships and the youths of these nations were no longer attracted to a life devoted to the search for truth. Great promises were made if only the young would enroll under the banner of the leader. Emotional appeal swayed the populace. In this connection one must never lose sight

Attendance Up Eleven Percent In New Quarter

Start of the winter quarter this week found the University of Minnesota 11 percent larger than it was at the corresponding time a year ago, True E. Pettengill, acting director of admissions, announced. Total gain for the year is 844 students, to bring the registration to 8,493 as compared with 7,649 early in January, 1944.

As always occurs at this time of year, a decline was shown in winter quarter attendance as compared to that of last October.

The Arts college gained 408 students, agriculture, forestry and home economics 84 and education, 217 for the largest increases. There were somewhat fewer medical and dental students because of large summer graduations of army and navy students in those fields.

General college also showed a growth of 237 above its 1944 figure and enrollment in law passed 60 for the first time in two years.

Pettengill said he expects enrollment comparisons year by year will show gains hereafter instead of the losses recorded for two years up to last October following the outbreak of war.

of the fact that while specific conditions often aid in the creation of dictatorships they are almost invariably established on the basis of doing the greatest apparent good for the nation. Politicians usually make this same sort of appeal in democratic countries. These appeals are not based on reason or fact but on some form of wishful thinking. The world has made little or no progress under collectivism in its many guises. But it is remarkable how many fall for the old, old theme. Each generation must acquire its sense of values anew.

Again and again it must be emphasized that aggressive men in all fields of activity take the greatest forward steps when free. This is especially true of science, for our greatest scientists were bold, aggressive thinkers. They asked the unusual questions of nature and the facts they uncovered often became remarkable discoveries. Science came late in the history of mankind largely because it could not survive while men were not free. Galileo, the father of physics, was forced to recant before the leaders of the church, and Lavoisier, often called the father of modern chemistry, met his death on the guillotine. He had incurred the hatred of the revolutionists and was brought to trial and sentenced to die. Lagrange afterward remarked: "A moment was all that was necessary to strike off his head, and probably a hundred years will not be sufficient to produce another like it." Professor Minot once said, "Until it is clearly realized that the gravest crime of the French revolution was not the execution of the king, but the execution of Lavoisier, there is no right measure of values; for Lavoisier was one of the three or four greatest men France has produced." Priestley, the discoverer of oxygen, was persecuted in England and fled to this country in order to live in a free atmosphere.

Yet America had its witch hunts in colonial days and state laws forbidding the teaching of the theory of evolution were actually passed after the First World War. Many state legislatures had such bills introduced but the good sense of American legislators prevented most of these measures from being passed. Eternal vigilance is necessary to prevent the recurrence of such events.

If it wishes to survive, science must always oppose the demagogue and the dictator. It must never forget that the great mass of people is not aggressive but is satisfied with the status quo. We still have many who believe that it is possible to obtain something for nothing. Outside of stealing and getting away with it, a method frowned upon in our society, you can no more obtain something for nothing than you can create a perpetual motion machine. Unsound old age security systems and such schemes as the Townsend plan attract multitudes of followers because they favor the lazy and unambitious. If such ideas should be adopted and thereby bring about complete state control or some form of collectivism, then the ultimate means of supporting these unambitious would slowly disappear. At the same time science would be slowly strangled by bureaucratic control which in many instances might become as bad as a complete dictatorship.

During this war science has risen nobly in the defense of our

Cold Vaccines Found Wanting

Cold vaccines apparently are not effective in reducing number or severity of common colds, Dr. Harold S. Diehl, dean of University of Minnesota medical school, and Dr. Donald W. Cowan, physician of the university student health service and assistant professor of preventive medicine, announced recently.

Reporting results of studies conducted among several thousand university students, the doctors said "vaccinated groups of students had fewer colds than usual, but so did those in the control group, who used a simple saline solution instead of a vaccine."

Colds which did occur among the students "were apparently as severe and as prolonged among the vaccinated group as among the controls," Dr. Diehl said.

Previous studies at the University revealed that a codeine-papaverine mixture is next to morphine—the most valuable of cold medications. Of 1,500 students treated with that preparation, 72 per cent reported definite improvement within 24 to 48 hours, Dr. Diehl said. The preparation is available only through prescriptions.

country. Yet the red tape and the government regulations that surround such war efforts have greatly hampered its ultimate achievements. In the postwar period science groups should be among the first to demand the return to freedom of action. They must staunchly defend the right of science to search for truth unfettered by government control or regulation. All of us should rise and defend this freedom for science. It is dangerous to take such things for granted.

Must Defend Pure Science

In the second place we must make sure that pure science receives its proper support and is given credit where credit is due. Today pure science is in danger of being overshadowed by applied research and the demands of technology in industry. Too few people recognize the delicate balance and the close interrelationship which exist between pure and applied science. A couple of years ago Fortune Magazine published an article entitled "A Technological High Command." Here it was clearly shown that there was no sharp line between pure research at the top of the heap and the developmental researches required to convert a new discovery to man's use. Both are equally important and both are difficult.

Engineering design follows the successes achieved by the first two groups and this in turn makes production possible. At present the so-called pure researches are being conducted largely in university laboratories and in endowed institutes. Many of these investigations have no other aim than the search for truth. They have no concern for the benefits they may bring mankind. Sometimes the results are considered good, sometimes bad. Sometimes the applications may be both good and bad, as for example the use of some discovery for the destruction of man, which would ordinarily be considered good. In order for science to push out the boundaries of knowledge all phases of research must receive support. Pragmatically the human race must create enough new wealth to assure progress and support pure science at the top. To do this we have many investigations directed toward the benefit of mankind. There will be researches of general worth to humanity such as many in the field of health and medicine. Then there will be those which are directed toward the creation of new wealth such as in the field of agriculture and natural resources. Since it is impossible to isolate such investigations from those studies which appear to lack immediate usefulness, it will always be necessary to defend all phases of pure science. This has never been easy but it may be even more difficult in the future.

Let us briefly analyze some of the reasons for this statement. One hundred years ago Faraday was making his remarkable discoveries with the aid of one assistant. He made most of his equipment with his own hands. As science grew, more and more hands were needed in the solution of a single problem. Graduate students at universities studied parts of major investigations and presented their results as theses for advanced degrees. And still the problems became more difficult. Many a brilliant scientist today needs a group of well trained assistants and not just a group of graduate students.

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Fox Views Field; Bierman on Job

Minneapolis—Bernie Bierman returned on January 17 to the head coaching role at the University of Minnesota where he produced the nation's outstanding collegiate football record in the 10-year period before he left for active duty with the Marine Corps in 1941.

On the third Wednesday of the month Bierman, who has produced more national championship teams—five—than any other living football coach, called together in the Field House at the University of Minnesota a squad of indefinite possibilities.

Of the 33 lettermen from the 1944 squad which was coached by Dr. George Hauser, 15 are enrolled in the Navy's V-12 program; one is a NROTC cadet; six are seniors; five were undergraduate freshmen; and six have civilian status.

These figures indicate that the Gopher outlook for 1945 hinges to a large degree on the future of the V-12 athletes, who may or may not be in school at Minnesota next fall.

The six civilians on whom Bierman is counting for 1945 duty are—Guards John Kutsch and Fred Madsen; Bill Marcotte, end; Hudson Mealy, fullback; and Halfbacks Johnny Lundquist and Matthew Nolan.

When Bierman picked up the reigns again he was starting his eleventh season as head coach at Minnesota, his alma mater. In his 10 years at the helm between 1932 and 1941 he put his Maroon and Gold elevens at the top of the National football picture with a record of 63 victories, 12 losses, and 5 ties.

In this time he produced six Big Ten champions—1934, '35 (tied with Ohio), '37, '38, '40, '41—and four undisputed National titlists—in 1934, '35, '36, '41. His undefeated 1940 powerhouse received extensive recognition as top team in the country. This fall an "Esquire" poll named him the leading football coach by a wide margin.

Philadelphia Lady's Letter to Editor Stirs Interest Anew

A letter to the editor that ran daily for nineteen years in the Paris edition of the New York Herald, subsequently the Herald-Tribune, because James Gordon Bennett, who had fancies like that, fancied the letter, reappeared in that paper when its publication was recently reestablished.

A story in the parent publication, New York Herald-Tribune, says:

"Pre-war readers have been amused at the resumption of the 'Old Philadelphia Lady' letter. For many years the paper carried daily the same letter which was signed 'Old Philadelphia Lady.' It asked how to change centigrade temperature to Fahrenheit. It was said that the letter was carried every day until James Gordon Bennett's death because it was printed twice by mistake and, when chided about it, Bennett ordered it printed every day and it continued for nineteen years.

"When the first issue came out, it was decided to reprint this letter as a means of reopening the 'Mail Bag,' the column of letters to the editor. It was reprinted with an explanation of its curious life in the old paper.

"Instead of being accepted as merely an amusing historical anecdote, the publishing of the letter resulted in the reopening of the whole question of centigrade versus Fahrenheit.

"Old Paris readers, Army colonels, war correspondents and others are sending in letters taking up some phase of the question. One reader sent in a lengthy discourse on various types of thermometers used throughout the world."

Present editor of the Paris edition is Geoffrey Parsons, Jr., who was Chicago correspondent of the Herald-Tribune until America entered the war, whereupon he was sent to England as a correspondent. He has come to the University of Minnesota on stories, including coverage of football games. His successor in Chicago is Jack Steele.

Remains Reserve Bank Chairman

Dr. Walter C. Coffey, president of the University of Minnesota, was reelected to the chairmanship of the board of governors, Ninth District (Minneapolis) Federal Reserve bank at a meeting January 5. He was first elected to the chairmanship January 1, 1940.

Regents Favor Tenure Rules

Continued from page 1, column 5
skillful in the training of specialists, and able and fearless in the search for truth and the advancement of learning. It recognizes that the attainment of these objectives requires the protection of the complete intellectual freedom of the faculty, and a full understanding by all parties of the conditions of academic tenure."

In instances of proposed removal for cause the faculty member shall be entitled to a hearing for fact finding only before the judicial committee of the University Senate, whose factual report shall be forwarded to the president and regents for recommendation and action.

All teaching ranks are divided into regular and non-regular positions. The regular positions are those stated above, professor, associate professor, assistant professor and instructor. Persons holding all other types of teaching positions will be considered non-regular and the terms and periods of their appointment shall be specific and definite, for stated periods, beyond which they shall not acquire tenure.

Academic Freedom Included

Appended to the report of the committee was a statement on academic freedom and tenure adopted as a guide by the Association of American Colleges, Association of American Law Schools, American Association of Teachers Colleges and American Association of University Professors. It said: (Of academic freedom)—

The teacher is entitled to full freedom in research and in the publication of the results, subject to performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment. (Not applicable in state universities).

The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

How University Got Its Start

According to The Evening News, St. Anthony and Minneapolis, Feb. 2, 1858, "By an act of the legislature passed in '51, a Territorial University was established, and the site located at St. Anthony. During the succeeding year Congress passed an act donating two townships of land—over 46,000 acres—for the endowment of the institution. . . . The Board have selected from the public domain, nearly all the lands donated by Congress. They have also purchased a site of 27 acres adjoining the city of St. Anthony in the southeast, upon which Messrs. Alden, Cutter and Hull are erecting one of the most extensive and imposing structures for educational purposes in the county. . . . One wing and extension, 110 feet in length, and the former 73 feet and the latter 51 feet in width, have been finished for occupancy at a cost of \$49,600. The estimated cost of the whole, complete is \$122,000." In another column, copied from the Express, said that Messrs. Alden, Cutter and Hull were the most extensive builders in Hennepin, and probably in Minnesota.

Wage and salary administration is a new course for war workers being offered by the Engineering, Science, Management War training office of the University of Minnesota. It will assist labor administrators in the rating of jobs and setting of proper wage scales for different positions.

Directs Longtime Childhood Study



Dr. C. Anderson Aldrich

Newman Club Is Reopened

The Newman club, a religious foundation at the University of Minnesota for Catholic students, resumed activities January 17 for the first time in five years and reopened its headquarters, Newman hall, which has been redecorated and refurbished.

The hall will be open to all Catholic students in the University. Available facilities will include a library, a game room and a recreation room where students may gather in informal groups for cards and dancing. Commuter students will be encouraged to eat bag lunches at the hall. Hot drinks to supplement the lunches will be served when all remodeling is completed.

A campus-wide membership drive opened January 17 and will continue for nearly two weeks. During this period all Catholic students will be reached by the membership committee.

Following the grand opening, a series of parties, the first of which will be a skating party, will be held. Communion breakfasts and Saturday night suppers will be served regularly. Lectures will be given Wednesday noon by priests from Twin Cities parishes.

The Reverend Francis Welsh, a member of the Catholic welfare board in Minneapolis, is spiritual director of the foundation. Miss Irene Maloney is executive secretary. Barbara Bengtson, junior in the College of Education, is president of the club.

Citizens Aid Creates Fund At University

The Citizens' Aid Society of Minneapolis, a charitable foundation created by the late George H. Christian, has gone into liquidation and has arranged payments either in lump sums or over a term of years, to charitable, educational, and social organizations to which it had been giving support.

University of Minnesota was informed that the society was providing a gift for the establishment of the George H. Christian Memorial Fund for the support of the medical research and educational work of the Cancer Institute of the University of Minnesota.

The following statement was received by the university from Mrs. George Chase Christian, president of the Citizens' Aid Society:

The Citizens' Aid Society of Minneapolis takes pleasure in informing you that it has established a trust fund, which is to be known as the George H. Christian Memorial Fund, providing for the payment to the University of Minnesota of the sum of Twelve Thousand Dollars per year for a period of ten years, for the support of the medical, research, and educational work of the Cancer Institute of the University of Minnesota. This fund is to be distributed pursuant to the terms of a Trust Agreement dated December 1, 1944, in which the Northwestern National Bank of Minneapolis has been designated as Trustee. Payments will be made upon the request of the comptroller or other financial officer of the University to the Trustee, in quarterly installments of \$3,000, payable in advance, beginning the first of January, 1945; and as of such date the current pledge of the Society to the University of \$10,000 a year, for a three-year period expiring June 1, 1945, shall be considered

Rochester Starts Study Program

Continued from page 1, column 4
to eleven months and will be able to attain bladder control in the second year.

"The importance of these simple discoveries cannot be over-emphasized, because when their implications sank in, we began to realize that early habit training in eating, sleeping and elimination, as well as the acquisition of early motor skills was more dependent on the maturation of the child than on our attempts to teach him."

Avoids Negative Reactions.
By waiting until the proper developmental time is reached to teach a child the things he is then able to acquire, conflicts and negative emotional reactions of the child are avoided, he explained. Premature attempts to teach have resulted in children's becoming confused and resistant, and they have been called "spoiled."

Natural maternal affection will be encouraged for Rochester babies, contrary to the concept of many pediatricians a few years ago, and "grandmother's rocking chair" will be restored to a position of honor. Children will be fed "on their own schedule," namely, when they show they are hungry, rather than on an enforced schedule of the mother's or doctor's.

"All the way along," said Dr. Aldrich, "children need to be allowed to 'do their stuff,' to use each new ability as it appears; to feed themselves, for instance, as soon as they are able to manipulate a spoon; to walk and climb as they begin to get their equilibrium. For it is back here in these simple nursery activities that a child begins to develop the sense of confidence and competency which we all recognize as vital for his later success."

A number of special researches will develop as inevitable by-products of the larger program. A study of the causes of excessive crying by children during the first weeks of life has been begun. Humans still have the highest mortality rate in the first two weeks of life, and an effort will be made to determine some basic causes of this truth. A study will be made of the relationship between muscular tension and emotional behavior.

A main purpose of the study, said Dr. Aldrich, will be to determine "whether dynamic personalities are born that way and can be so diagnosed at birth." Eventually, training suitable to the different human types that may be recognized in childhood could be applied in the course of education up to maturity.

Dr. Aldrich is president of the American Pediatric Society and secretary of the American Board of Pediatrics.

Heads Home Demonstration Agents

Evelyn Morrow, Watonwan county home demonstration agent, went to Washington, D. C., last week to meet with the committee on organization and policy of the Land Grant College association. Miss Morrow went in her capacity as newly elected president of the National Association of Home Demonstration agents.

Forms Recreational Band

Most recent activity of Daniel L. Martino, acting director of the University of Minnesota band, is formation of a recreational band which will meet and play for the fun of the thing, but will make no public appearances. A working knowledge of a band instrument is all that is required for admission. Either students or faculty members may join.

superseded by the gift provided for under such Trust Agreement, except that the Society will make such adjustments as may be necessary to provide that the total contributions which shall be made by the Society to the University during the year expiring June 1, 1945, shall not be less than \$10,000.

It is contemplated that the books of the University will at all times indicate that such gift has been made as a memorial to Mr. Christian and the purposes for which the same has been expended.

This gift is in addition to the following current pledges heretofore made by the Society:

The Dr. O. H. Wangenstein Ulcer Research pledge, under the terms of which there is a balance of \$6,300 to be distributed.

The Dr. John J. Bittner Cancer Research Pledge under the terms of which there is a balance of \$13,760 to be distributed.

Pledge of \$3,000 for the cost of a therapy x-ray machine for the Cancer Institute.

Race Relations Lecture Fund Honors Judge

A birthday present to Judge Edward F. Waite, retired veteran of the Hennepin County bench, is creation of the Edward F. Waite lecture and publication fund in race relations at the University of Minnesota. Judge Waite became 85 years old on January 15.

President Walter C. Coffey announced receipt of a gift of \$10,000 from George B. Leonard, veteran Minneapolis attorney and former member of the university board of regents, for establishment of the fund.

Judge Waite, whose special interest as a member of the bench was juvenile delinquency, is nationally known for his interest both in that field and in work for the betterment of race relations.

President Coffey said the lectureship will deal with race relations broadly conceived. It might, for example, deal with a scientific discovery or body of knowledge pertinent to race relations, such as anthropology. Income from the fund will not only engage an annual lecturer of national standing, he said, but will ensure publication of the lecture by the University of Minnesota Press.

School of Air Time Changed

In order to enlarge the service to its listening audience of the Northwest, the Minnesota School of the Air series, usually heard every day Monday through Friday at 2 p. m., will now be heard at 1:45 p. m. over WLB. These programs designed for listening in the classroom, as well as the home, attract audiences of all ages.

With the beginning of the second semester the Minnesota School of the Air presents a new program each Monday, at 1:45 p. m., called "Adventures in Music." Tuesday's dramatic production, "I Saw It Happen," carries vivid eyewitness reports of events leading up to World War II, by newspaper correspondents and political commentators. Closely connected with the "I Saw It Happen" series, is Wednesday's "Current Events," an objective analysis of the latest news.

Thursdays at 1:45 "Representative Authors" provides radio adaptations from well-known literary works, and on Friday concluding the week's series of Minnesota School of the Air presentations is the discussion program "Your Job and the War," designed to aid young people, especially in making vocational choices.

Engineer Grads Making Records

A graduate of the University of Minnesota, course in railway engineering has recently been appointed director of the transportation equipment divisions, War Production board, Prof. Alvin S. Cutler, department head, has been informed. He had been deputy director. Mr. Cornell graduated from Minnesota in 1925 and has since been employed by the Soo line, Chicago & Northwestern and the Chesapeake and Ohio.

Another Minnesotan, Brig. Gen. L. J. Sverdrup, has been made chief engineer to General MacArthur's expeditionary forces. Gen. Sverdrup, then a colonel, went to the South Pacific early in the war and with native help prepared secret airfields on New Guinea which materially aided in the early battles.

Another Minnesota civil engineer prominent in the war is Maj. Gen. Robert W. Grow, C.E. '16, in command of the Sixth Armored Division under General Patton.

Journalists at Conference

Several members of the School of Journalism attended the meeting of the American Association of Schools and Departments of Journalism January 26 and 27 in Chicago. They are Ralph D. Casey, director of the School of Journalism, and editor of the Association's Journalism Quarterly; Ralph O. Nafziger, professor of journalism and chairman of the council of research of AASDJ; Mitchell V. Charnley, professor of journalism and member of the Council for Radio Journalism; F. D. Kildow, professor of journalism and business manager of the Journalism Quarterly.

Language, Area Courses at 'U' Thrive, Succeed

When Congress began cracking down on "ASTP" last spring and some of the programs were discontinued, predictions of the approaching end were made for all army specialized training programs on the University of Minnesota campus, but their subsequent resurgence has made the report of their death highly premature.

At present, aside from such army people as remain in medicine and dentistry, the Army Specialized Training includes four units in Japanese area and language, one of which is ASTRP, namely, the reserve program whose members are youths not yet of draft age. There is also a language area program in German and two units in a program to train men for the office of the provost marshal general. Their work will be probably criminal investigation in overseas areas. Both of these latter groups study both the German and the French languages, but one gets its predominant training in German and the other, in French.

Dr. Harold S. Quigley, professor of political science and the university's expert on Japan and China, is in charge of the Japanese units, while Dr. Lawrence Steefel, associate professor of history, directs the German and provost marshal courses, as he also did the Scandinavian area and language courses formerly conducted here under ASTP but no longer in operation.

See No Discontinuance

Both Dr. Steefel and Dr. Quigley feel that there is now little likelihood of any early discontinuance of the Minnesota program, and in fact there is a good deal of evidence to indicate that it may be increased. All of the Minnesota area and language courses have enjoyed a high degree of success. The courses for the office of the provost marshal are understood to be the only ones in existence.

Many of the graduates of these courses have been sent on after graduation to military intelligence schools and a considerable number have taken the final step and have gone overseas, for the most part for duty closely related to the purposes of their ASTP training.

Taught in New Manner

Much has been written about the new language teaching method introduced by the army in these courses, which is primarily conversational. The standard time per week devoted to language is 15 hours, most of which is conversational drill. Two types of instructor are employed. One type is an experienced teacher, the other a drillmaster under whom the greater part of the time is spent. Some subject of conversation, such as the weather, shopping or eating, is introduced in the foreign language under study. The principal teacher explains just enough of the basic construction, and grammar to make it possible for the student to "get the picture." The students then divide into small groups, and with the drillmaster or informant present, they converse, using phrases specified in the book, asking questions and making statements back and forth until all are fluent in the phrases of that particular lesson.

In procedure it is the reverse of the academic language teaching, which proceeds from grammar and vocabulary to reading and usually never produces any effective vocal use of the language at all. This has long been recognized as a shortcoming of language teaching in American schools and colleges.

Finding faculty members and informants has been a difficult problem for Messrs. Quigley and Steefel. At present practically all of the language instructors in Japanese are Nisei, many of them from evacuation areas in the west. Throughout this program material aid has been given to the university by Col. Kai E. Rasmussen, formerly head of the camp of Japanese soldiers at Savage, now head of a military intelligence school at Fort Snelling. Dr. Steefel, in rounding up enough people to provide drill in the several Scandinavian, German and French language courses that have been conducted, has had representatives of a dozen or more professions other than teaching, but all of them proficient in a language. The drillmasters are all persons who speak the language under study like a native. Most of them have been "natives" of another country.

Teaches Criminal Procedure

One of the interesting faculty members in the provost marshal general's groups is Morris Plascowe, chief clerk of the New York court of special sessions, who is

Continued on page 4, column 5

Faculty Tenure Plan "Goes Through"

ONE of the finest things to happen at the University of Minnesota in years was the acceptance recently by the Board of Regents of the faculty tenure plan prepared and submitted through President Coffey by a special committee of the University Senate. As a prominent member of the committee has pointed out, this is a case of effective and cordial faculty cooperation in the conduct of university affairs. It is not only a step that will build good will in faculty ranks, but is also a practical matter. Minnesota must provide the best possible conditions for its present and future faculties, for the coming unquestioned rush of students to the campus, after the war, will put a heavy strain on the nation's supply of really competent college and university teachers, and Minnesota must make employment here as attractive as it may.

Tacitly and without incidents that would indicate the contrary, teachers in the ranks of professor and associate professor have long had actual tenure at Minnesota. The new provisions cover also men in the rank of assistant professor, the reservoir from which the higher professorial ranks must be filled.

Healthy both for the institution and for the individuals concerned is the provision that five years is the longest time a new assistant professor may remain at the university if he is not advanced beyond that rank, and that seven years is the terminal period for an instructor. Annual consideration of the merits of men in these ranks by their deans is assured under this plan, as they are destined either to be promoted or to leave. The advantage to the teacher in the last-mentioned provision is that it assures his going to some other institution, where he may in all likelihood win advancement and a fresh academic life.

Removal "for cause" is, of course, provided for all faculty ranks. "Cause" is defined as a situation "such as seriously interferes with the person's capacity competently to perform his duties, or his usefulness to the university."

Current action on the tenure plan came about after the Senate Committee on Education, whose chairman is Dean T. R. McConnell, asked President Coffey to appoint a special committee to frame the plan. The committee which did the work was composed of Professors Wilbur Cherry, M. G. Neale, O. B. Jesness, George Priestner and William Anderson, chairman; Dean McConnell and, representing the junior faculty, John Clarke, English, and Hugh Turrutin, engineering, both of whom entered military service before the committee report was completed.

The Board of Regents, after indicating enthusiastic approval of the plan and sincere appreciation for the work of the committee, voted that it would be courteous to submit the plan to Chancellor-elect James L. Morrill pending final action at its next meeting. Dr. Morrill will head the university starting July 1.

S. A. Writers Studying Here

Three Latin-American newspapermen are studying in the School of Journalism under the auspices of the Co-ordinator of Inter-American affairs, Washington, D. C. They will be joined by a fourth journalist. Their study programs include senior college and graduate work in journalism, with supporting work in social studies. Following work in winter and spring terms, individuals in the group will make tours of sections of this country as guests of the CIAA.

The newspapermen now enrolled are Jorge Marti, assistant editor of "El Mundo," Havana, Cuba; Mario Bauche Garcadiago, former weekly newspaper publisher and now a reporter on "El Informador," Guadalupe, Mexico; and Gerardo Halley Mora, a writer for "El Paraguayo," Asuncion, Paraguay, and also a radio news commentator in his native city.

Mr. Marti, who is a graduate of the University of Havana, writes editorials as well as a daily column on international affairs for his newspaper.

Mrs. Marti, who accompanied her husband to Minneapolis, is enrolled in University classes in history, American literature, and Latin American culture.

Minnesota Man Coaches Track At Indiana

Gordon R. Fisher '26, a guard on the Minnesota football team of 1924-25 and also a member of the Gopher track team, has been named head track coach at the University of Indiana. He entered the University from Cavalier, N. D. Since 1926 he has been director of athletics at North Central Col-

Speaks to PBK About Science

Continued from page 2, column 4
Here is where applied research is beginning to pull away from pure research. Industrial laboratories supply their leading investigators with the necessary skilled help, universities generally do not. Today the industrial laboratory in this country is often better in every respect than is the university laboratory. Yet it is from the universities that the fundamental discoveries ought still to come. Europe has long recognized this problem and has provided her leading scientists with plenty of skilled hands and the finest equipment.

Industry Paying High Salaries
Still another force is beginning to operate to the detriment of American universities. Industries are competing for the best young scientists and winning the competition. For example chemists fresh from their doctorate are being offered twice as much to go into industrial laboratories as they are being offered by universities. Today there are many instances of faculty members receiving lower salaries than the men they have trained are paid immediately upon graduation. A rapid deterioration of science staffs in universities seems imminent. Some differential in favor of industry is to be expected and even desired; but it cannot remain what it is today without disastrous results.

What may happen if we do not defend pure science so strenuously that it will receive the support it needs? We shall in all probability see a slowly accelerated decline in the quality of our science. This will be reflected in the training of the succeeding generations of students and a vicious cycle will begin. When deterioration sets in at the top, new discoveries will be fewer and fewer in number. The orderly process of carrying a fundamental discovery through to its ultimate usefulness will break down. Finally the goose that lays the golden egg of science will die. The effect on this country will be profound indeed if pure science is not defended so strenuously that it receives the full support it merits and needs.

Finally it seems evident that one must continually be defending the scientific method in this world of ours. Science obtains as completely as possible all the facts before it passes judgment. It devotes itself to the systematization of knowledge. This acquisition and systematization of knowledge is about the only human activity that is cumulative and progressive. A great many people do not like the scientific method of attacking a problem, for its spoils their little game. Facts are most useful in exposing fraud. Wishful thinking finds existence difficult in the presence of hard facts.

What Germany Had
Let us look for a moment at some facts and then observe what did happen when the facts were not heeded. It is admitted that in 1914 Germany had one of the highest standards of living in the world. Yet the facts proclaimed that her natural resources alone could never sustain such a standard of living. Germany was and is a country of poor land, poor coal and poor iron and good salt, the famous Stassfurt deposits. These are her principal resources. There is almost no aluminum, no tin, no lead, no zinc and practically no petroleum within the old Reich's borders. The answer to the high standard of living lay in science and technology. Science taught Germany how to use her meager resources to the greatest advantage. Leadership in technology enabled the industrious German to import raw materials and sell the rest of the world finished goods. Economic leadership was coming to Germany naturally. A great many intelligent Germans realized this fact and felt that they might by peaceful means control much of the world. Much of German industry opposed war in 1914. One can find a number of instances where in July of that year newspapers in the industrial Rhineland openly opposed going to war. They pointed out the facts about the lack of natural resources, the superiority of German science and technology, and the resultant world leadership. "Assume," they said, "that the country goes to war and the war lasts a long time and ultimately Germany loses. A long war would bring about the loss of world leadership in science. This would ultimately result in the loss of economic leadership which would relegate Germany to a second rate place among the nations of the world." The military answered: "We will win in six months and

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T. E. Steward, Editor, 14 Administration Building
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you can have both the spoils of the victor and world economic leadership." Then followed a tight censorship. You know the answer. The war lasted more than four years and Germany lost. By 1928 nearly every prediction made by these papers had come true and the country was ripe for a dictator. One might well raise the question: "Did the military leaders sense Germany's economic superiority and fear that in a decade or so they would no longer be needed?" If they did, then a war would be their only salvation. Their counsels prevailed in Berlin and the war began. It is a fact that they definitely planned on a six months war because by the spring of 1915 they were so short of explosives that France and Britain might well have won by a united offensive. The latter, in turn were baffled by the start of poison gas warfare and lost their golden opportunity. It was not until the summer of 1915 that the production of explosives from Haber's synthetic ammonia process reached such proportions that Germany was saved from immediate disaster. It is suggested that historians might well consider such basic facts when seeking the causes of World War I.

There is ample evidence that the German military group had not obtained all of the factual evidence necessary before planning the war of 1914, just as they failed in the present war. However, this same group, unless eliminated, will plan for another war, if they are not already doing so. They will certainly make every attempt to learn wherein they previously had failed, thereby making more and more sure of success. An additional fact is worth noting in connection with the start of the first war. Germany first declared war on Russia but that same day her troop trains headed west toward France and Belgium. History will never say that Belgium invaded Germany in 1914 or that Poland invaded Germany in 1939. The facts speak otherwise.

Whether these suggestions have merit or not will be decided by history. They were offered as an illustration of the importance of obtaining facts in human relationships as well as in the scientific laboratory. In defending the scientific method, those who practice this method in their profession urge it upon all intelligent people as the best way to obtain knowledge. Only with full knowledge can a people make wise decisions. Each generation must develop its own sense of values. This is its wisdom, cooperative wisdom if you please. If this wisdom be based upon knowledge and facts the people will fare far better than if based upon fiction, the arguments of vested interests or even wishful thinking.

Hope Lies in Education
What hope have we, who are defending science and the scientific method, that the people in general are likely to come to this method of acquiring knowledge? The hope lies in education. In this connection the facts about the education of our people may be of some interest. In 1890 there were in this country 5,354,000 youths between the ages of 14-17 inclusive. Of this number only 357,000 were enrolled in high schools and institutions of higher learning. This was only seven out of every hundred in this age group. Fifty years later, in 1940, there were 9,720,000 in this same age group. Of this number 7,100,000 were students in institutions of learning. Seventy-three out of every hundred between fourteen and seventeen years of age were attending school. This represents more than an 1800 percent increase while the population of this group only increased 81 per cent. Today, of the thousand pupils attending the sixth grade, roughly five hundred will graduate from high school. One hundred and eighty will become college freshmen and about eighty will graduate from college. If we defend the scientific method with thoroughness before these students there appears to be real hope for

Language, Area Courses Succeed

Continued from page 3, column 5
on leave teaching French criminal law and procedure to these soldiers.

All of the units study other things than language, of course, these subjects being chosen among English, history, geography, customs and procedures of foreign countries, plus such specialized subjects as Mr. Plascowe teaches, five hours of military science and six hours of physical training.

Asked what percentage of the students become really proficient, Dr. Steefel said, "About seventy-five percent of them are darn good."

Mr. Quigley said, "Of course they can't be expected to have a complete knowledge of Japanese at the end of the course, but they know a lot and can use what they know."

The students of Japanese master about 200 Chinese characters and also what is known as the Japanese syllabary. This is a complex series of special marks and characters developed by the Japanese to give special meanings to Chinese characters. These characters also have meanings of their own and are not infrequently used alone.

its more general adoption as the sound method of procedure.

The scientist in seeking Nature's truths asks a series of questions and then by investigation tries to learn the factual answers. He usually asks the following: who? what? when? how? and why? with emphasis on the how and why. The facts uncovered in his search invariably raise more questions of the same kind. Science's unfinished tasks seem endless. Yet the results obtained to date have so changed men's lives that we face the alternative of destroying the race or of living together as free men with the forces of nature under reasonable control. Allow me to quote from Dr. Anton J. Carlson's article "His Service to Science," published in the issue of Science devoted to the memory of James McKeen Cattell:

"The light of scientific understanding, despite our boasting, has not penetrated very far into the unknown night. The scientific conquest of the yet unknown in every field appears to me a more stupendous task and a more worthwhile challenge than the subduing of the other fellow with bayonets and bombs. Assuming we have or can find the brains, we could travel faster on the road towards new discoveries, did we have more intellectual, moral and financial support from society. If there be a better way of securing understanding than by the method of science, human history and human experience have not yet revealed it. If this is a fact, it follows that the scientific method should be applied to all fields of human endeavor. This means that all men should have a workable understanding of it."

Dr. Carlson then goes on to consider present day education, indicating: "It is play instead of mastery, the 'Quiz Kid' ideal of what, rarely proceeding to the evidence and the factual why. Reason based upon understanding should be the goal. The methods of science show the way. Again quoting from Dr. Carlson on the creed of scientists which in terms of action reads: "Keep your mouth shut and your pen dry till you know the facts. Use your intelligence and integrity with all diligence to get the facts. Then, and only then, can we speak with some measure of enduring wisdom as we walk humbly among our fellow men." We will all do well to ponder this clear thinking of one of our great living scientists. This reasoning is so rare in the world that the defense of science and its methods is of the utmost importance today. Much of what is hoped for in the future can only come in this manner. Let us be wise enough to see it.

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Dean Peik Views Problems Facing Postwar Schools

Notes Many Lines Along Which Improvement and Integration of General Education Must Be Sought

Criticisms currently heard of procedures in general education and an outline of the manner in which general education through secondary school, junior college, college and university should be integrated to give the student best training were set forth recently by Dr. Wesley E. Peik, dean of the College of Education, in an address before a gathering of teachers at Warrensburg, Mo.

General education, now so much under discussion, is that which seeks to prepare the student for an effective and understanding life, as differentiated from either vocational or professional education.

In his talk entitled, "Implications of Postwar Education for General Education in College," in which the problems of education are considered in detail, Dean Peik said:

The modern passion of ordinary American parents for more education, higher education and more functional education for their children will reach the college, particularly the post high school and junior college, with an increased pressure in the decades following World War II as it reached the high school level following World War I.

No one knows under just what circumstances World War II will end. Neither can anyone predict with certainty to what succession of postwar conditions higher education will have to adjust.

The straws in the wind indicate that we shall have to plan general education and more vocational education for a much greater proportion of all our youth and over a longer period of time.

There will be the necessity of keeping more youth out of the employment market once the war and the postwar booms are over. It seems impossible to employ 60,000,000 when the best we have done in boom times is to employ 45,000,000 adults.

The growth of democratic ideas will call for better understanding of increasingly difficult social problems at a higher than common school level by more people. These will be both domestic and world wide in scope. They will be closely interrelated.

The effectiveness of the best educated nations in war and peace is becoming very apparent in this war. All successful nations, all powerful nations are arguments for more and better education. Our extraordinary accomplishments in military expansion, in production, research, and fighting are based on education which has been relatively superior in spite of alleged faults.

The ex-servicemen have noted that inductees with higher education and special knowledge were preferred for promotions. They will want their own children to have more and better education than they had.

These considerations point definitely to a postwar expansion of higher and post-high-school education. This additional education, I believe, will not be largely, only partially, vocational. Most non-professional jobs are learned in a relatively short time—not more than from six to twenty-four weeks. If then we have to serve youth with two to four more years of education, his needs and the needs of society will emphasize his general education more than his vocational education. This will have to be adjusted on a far greater scale than formerly to the complete normal range of individual capacities for further post high school education. Nevertheless, vocational education will be so very much more in the picture that even the liberal arts college (1) will have to recognize the validity of the natural interest of youth to get prepared for something definite to do and (2) will have to realize that the education of all

United States Navy Took This View of Campus



Evidently taken as a practice procedure in aerial photography, this excellent airplane view of the University of Minnesota campus was sent as a gift by one of the Navy's bureaus.

Study by University Farm Economist Gives Data on Yields, Prices, Costs

Marked Increase of Agricultural Prosperity Under War Conditions Shown

The gross cash income in 1944 from the sale of the 19 principal agricultural products of the state appears to have been only slightly below the all-time record income of 1943. Sales in the past two years have been at a level more than two and one-half times the average of the prewar years 1935-1939. Prices as indicated by the Minnesota Farm Price Index averaged about the same in 1944 as in 1943, but there were differences in the levels of some of the groups of prices comprising the index. This is set forth in a report by Warren C. Waite, economist at University Farm. Crop prices during the earlier part of the year were above the corresponding period of the preceding year, while livestock prices were generally lower.

There were some shifts in the relative importance of items comprising the income. Total crop sales for the year were larger than in 1943. There was a shift toward the sale of whole milk during the year, with sales of butterfat declining as a result. Among the livestock less hogs and sheep were sold, while beef cattle sales increased slightly. Sales of chickens and eggs declined and those of turkeys increased. The feed situation at the close of the year differed from that of the preceding year in the larger quantity of concentrates per animal on farms and the smaller supply of roughage.

Estimates of the gross cash sales of the 19 principal agricultural products of the state are given for a period of years in table 1 for purposes of comparison. These estimates have also been expressed as relatives with the average of the five-year period 1935 to 1939 taken as 100. The included commodities are wheat, corn, oats, barley, rye, flax, potatoes, hay, hogs, cattle, calves, lambs-sheep, butterfat, milk, farm butter, chickens, eggs, wool, and turkeys. A number of the less important commodities are not included, but the sales of the included commodities constitute over 90 per cent of the sales by Minnesota farmers, and in consequence are adequate for showing changes between years.

Table 1. Gross Cash Income from the Sale of the 19 Principal

Minnesota Agricultural Products, 1929-1944

Year	In million dollars	Relative to 1935-39 average
1929	428	133
1930	345	111
1931	247	79
1932	167	54
1933	190	61
1934	213	68
1935	259	83
1936	332	107
1937	341	110
1938	310	100
1939	312	100
1940	361	116
1941	468	151
1942	660	212
1943	826	266
1944	810	260

During the early years of the war there was a more rapid rise in the Minnesota cash farm income over the average of the prewar years than in the cash marketings of farmers in the United States as a whole. This year, however, as a result of the continued rise in the United States marketings and a

Navy Decorates Captain Pullen

Captain Harold F. Pullen, USN, who as a lieutenant commander was one of the original group of officers who established the Naval ROTC at the University of Minnesota, has been awarded the bronze star medal by the Navy department, word has reached the campus. Award was made for meritorious service as commander of a destroyer division in a series of actions off the Solomon Island between January 13 and April 6, 1943.

The citation said: "Exercising outstanding tactical ability and sound judgment, Captain Pullen skillfully directed the hazardous operations of the destroyers under his command in performing vital screening duties for a division of cruisers during the battle of Rennell Island and the Guadalcanal campaign. By his keen initiative and inspiring leadership Captain Pullen contributed materially to the success of our forces in this highly strategic area, and his courageous conduct throughout the important missions was in keeping with the highest traditions of the United States Naval Service."

Bachelor Bass Just Quits Trying

Ah, frustration. Who says fish are heartless? Samuel C. Eddy, fish expert of the University of Minnesota, tells of a male black bass which he kept in a tank several years for observation.

The old chap got a little confused in his seasons, but regularly every January he built a nest and stood by, hopefully, until he became convinced that nothing was going to happen.

But even a fishy heart can break at last.

This year Old Codger built his nest as usual and swam around it nervously, now and then examining it and fanning it with his fins.

It all seemed futile; so futile in fact that one morning he just keeled over and died.

This seems to bear out the contention of insurance tabulators that bachelors die younger than married guys do.

slight decline in Minnesota cash income, the two now show about the same relative increase when compared with the prewar years. The increase in the physical quantities sold from Minnesota farms has, however, been much larger than the increase for the United States as a whole. The volume of sales in Minnesota the past two years has been fully 50 per cent larger than in the prewar years, while for the United States physical quantities marketed have been about one third larger. The index of farm prices for the United States has risen more in this period than the Minnesota Farm Price index. Data by years are shown in table 2. The larger increase in the United States index has been due to substantial increases in the prices of cotton, tobacco, and fruit which are not included in the Minnesota index.

Table 2. Index Numbers of Cash Sales and Prices of Agricultural Products in Minnesota and the United States

Average	Cash farm marketings—Minn. U.S.	Farm prices—Minn. U.S.
1935-39	100	100
1939	100	99
1940	116	105
1941	151	140
1942	212	194
1943	266	242
1944	260	259

Continued on page 2, column 1

University's Transactions At New High

Teaching and Housing Service Men Swells Income and Outgo

OVER \$18 MILLION

State's Contributions Reach \$4,834,988 or 26% of Total

Boosted on both the income and outgo sides by federal funds for teaching, feeding and housing members of the armed forces, whose numbers on the campus have since been reduced, University of Minnesota financial operations touched a new high at \$18,406,755.67 for the fiscal year ending June 30, 1944, the annual report of W. T. Middlebrook, vice-president for business administration, showed today.

Of this total the state of Minnesota provided \$4,834,988 and the federal government \$1,917,921.76, of which \$1,142,911.74 was in connection with wartime training courses for army, navy and special civilian training for industry.

The State's contributions fell under four heads, namely, maintenance appropriation, \$3,890,000; the 23-100 mill tax, \$275,166.96; state's share of cost of indigent patients in University Hospitals, \$245,000 and the special projects conducted by the university for benefit of the state, \$424,822.97. Among these are agricultural extension, county agents, researches on iron ore, manganese-bearing ore, medical research, child welfare, special agricultural researches, livestock sanitary board and the like.

The permanent university fund produced income of \$474,568.89 and the Swamp Land fund, \$58,272.28.

Other major elements of income were \$3,125,754.56 from student and other fees, special services, such as the dental infirmary and counties' share of cost of caring for indigent patients, and sales of products. University service enterprises such as dormitories, cafeterias, garages and the like yielded income of \$5,388,982.67 to their revolving funds, from which expenditures came to \$5,207,029.74. Trust funds held by the university produced \$2,341,882, in income plus capital receipts and maturities, and intercollegiate athletics produced \$258,335.05.

Instruction, Research Cost Most

As always, the largest item of expenditure was for instruction and research, coming to \$7,791,186.88, with outlays for service enterprise revolving funds at \$5,207,029.74, the second largest gross expense. University administration cost \$338,815.73 and general university expenses came to \$618,099.07, covering such items as the library, bulletins and publications, convocations, truck service, storehouses and other matters of university wide service. Physical plant extensions were held by wartime conditions to the low figure of \$35,460.82 but certain reserves were set up to make possible deferred maintenance when help and materials can be obtained. Physical plant operation cost \$875,980.52.

Outlay for trust fund purposes, including reinvestment of maturities, came to \$2,011,698.80, expense of intercollegiate athletics was \$181,706.91 and the item "transfers and adjustments" amounted to \$1,335,744.86. These included \$40,000 redemption of debt on Coffman Memorial Union, \$45,000 depreciation of downtown buildings owned by the university, war training reserve of \$482,746.12, trust fund endowment increase of \$25,109.80 and an increase of \$459,037.23 in outstanding obligations and allotments. As was stated in the pamphlet, "Requests for the Biennium" reserves have also been set up to meet salaries of the many employees who have been on wartime leave in case of the sudden return of such individuals.

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'U' Will Expand Student Housing Regents Declare

Board Urges Legislators Not to Attach Housing Rider to Money Bill

The necessity for expanding student housing facilities on and near the campus of the University of Minnesota has been formally recognized by the board of regents, which issued a statement expressing its intention to build more student housing and calling on the legislature to leave off from its university appropriation bill the rider which for several years past has forbidden use of money to build student housing.

Approximately half of all university students come from outside the twin city area and can not live at home. For these, adequate housing is essential, and they must live either in rooms rented in private homes, in fraternity or sorority houses, or in dormitories.

In their resolution, however, the regents did not mention dormitories because they have not yet decided what type of student housing will be required. In the immediate postwar period when many veterans are in college, it may be necessary to evolve some type of low cost housing.

The board also expressed its intention to encourage investment of private capital in housing projects for students and faculty in the general campus vicinity.

The resolution passed by the board was as follows:

Whereas, by creating the University of Minnesota and providing for a Board of Regents whose duty it is to govern the institution, the citizens of Minnesota placed upon the Regents a responsibility in the higher education of the youth of the state

Whereas, this responsibility can be fully discharged only if students away from home are housed in adequate quarters;

Whereas, there is now an urgent and demonstrable need for additional student housing facilities, which need involves problems that will become even more acute when enrollments increase in the postwar period;

Therefore be it resolved, as an expression of policy of the Regents in their endeavor to meet the responsibilities imposed upon them, that:

1. The Regents reaffirm their action of November 5, 1932, setting forth their responsibility for approving living quarters of students away from home;

2. The Regents pledge their cooperation in every practicable way to individuals or groups that are interested in developing private housing facilities near the campuses of the University;

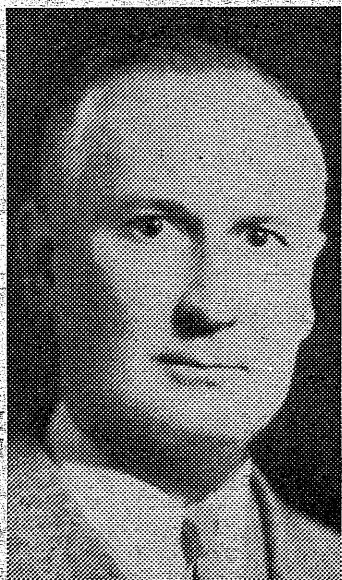
3. The Regents accept their responsibility, limited in application only by available resources, for further strengthening of the inspection program of student living quarters; and for further extension of efforts to assist students in finding rooms in private quarters;

4. The Regents accept their responsibility and express their intention to supplement existing housing facilities on the campus whenever there is need and opportunity for so doing and funds are available for the purpose, and accordingly request of the Legislature that no housing rider be attached to the University appropriation bill.

State Yields Much Milkweed

One hundred and twenty thousand sacks of milkweed pods gathered by school children and 4-H club members in Minnesota will be shipped to the mill in Michigan during March, according to LeRoy Nielsen, state supervisor for the milkweed floss division of War Hemp Industries, Inc., an agency of the U. S. Department of Agriculture. Floss from the pods gathered by the Minnesota children will make 60,000 life jackets for the men in the armed services. Floss is now being used in life jackets in place of kapok, now unavailable.

Four Regents Renamed to Board



Four members of the Board of Regents whose terms expired were re-elected by the 1945 Minnesota Legislature. They are George W. Lawson of St. Paul, left above, and Richard L. Griggs of Duluth, above, right; Raymond J. Quinlaven of St. Cloud, below, left, and James F. Bell of Wayzata, right, below.

"The Patriot and the Scholar" Topic Of Address at University by Dr. Curti

Because of the length of this paper, Minnesota Chats will print it in two installments.

Talk Is Second of Pair Jointly Sponsored by Chapters of Sigma Xi and Phi Beta Kappa

Phi Beta Kappa and Sigma Xi, national honor organizations in liberal arts colleges and in the field of science, respectively, joined through their Minnesota chapters to bring two distinguished speakers to the university campus in February. For science, Dr. Anton J. Carlson spoke. The second address, reprinted herewith, was by Professor Merle Curti of the University of Wisconsin, an outstanding analyst of American life. His topic was, "The Patriot and the Scholar."

The first installment of the paper follows:

For at least a century and a half American scholars have assumed that one of their tasks is the promotion of patriotism. The efforts of scholars in this field cannot properly be separated from the larger story of the development of American patriotism. All I can hope to do this evening is to suggest in broad outline a few of the main features of that story and to call attention to some of the problems it suggests.

A hundred and fifty years ago, in successive observances of Phi Beta Kappa day at Harvard, two orators presented different conceptions of the role of the scholar in promoting patriotism. One summoned the learned class to deepen love of country by strengthening and extending in the domestic sphere the benevolence, philanthropy, and justice for which Americans stood. Timothy Bigelow, the orator of the day, further maintained that the patriotic obligation of the scholar

did not stop with this. Having taught ourselves the "true science of government," that is, "the art of being free, why, then, he asked, shall we not instruct the species in the arts of humanity, and the science of universal friendship?" Thus the "whole world would become a common country to each individual; mankind would be but one family, by practice, as by extraction; and thereby taste on earth, the joys of Heaven itself."

A year later another Harvard Phi Beta Kappa orator presented a strikingly different conception of patriotism. John Thornton Kirkland insisted that Americans of light and learning must teach their fellow countrymen not to injure their own country in their zeal to take care of the whole world. This scholar saw in patriotism the most effective "obstacle to the subjugation" of Americans by "metaphysical reformers mistakenly devoted to 'the cant of universal benevolence.'"

The two orators show strikingly the need for definition of a word that is used in many senses. Ask a score of Americans from various walks of life what the word patriotism signifies and you will get a variety of answers. A few, thinking of patriotism as a world-wide phenomenon, will say it is a sort of state religion. Remembering instances of devotion to country among primitive peoples and in the ancient world they may add that it is a universal instinct. Someone else will declare that this is far from the truth, that in fact patriotism was first cultivated and deliberately inculcated only when national sovereignties appeared in the modern western world. Others, of a strong internationalist persuasion, will add that it involves an emotion which the interdependent society

Pillsbury Heirs Present Old Home To the University

A spot of University history was made by the board of regents at its March meeting when it accepted from the heirs of the late Governor John S. Pillsbury, "father of the University of Minnesota," a deed to the land and home at 1005 Fifth St. S. E., which for many years has been used as a home by presidents of the university. Governor Pillsbury, whose statue stands on the campus facing the old library, now called Burton Hall, lived in the house during the days when his help in the state government enabled the university to pass its growing pains period.

After the governor's death the heirs, rather than part with the property, offered it to the university at a nominal rental of \$1 a year to serve as a home for the presidents of the institution. First president to occupy the home was Dr. George Edgar Vincent, who came to Minnesota in 1911. Subsequently, Presidents Burton, Coffman, Ford and now President Coffey have occupied the home. Most members of the faculty and thousands of students are familiar with it through having been entertained there and for many years the annual "President's reception" was held in the old home.

The current deed of gift specifies that if the structure becomes unsuitable to serve as a home for the president of the university, it may be disposed of and the proceeds used as the board of regents sees fit.

The home was built in 1877 when Mr. Pillsbury was governor. Its architect was the late Leroy Buffington, who designed also such university buildings as the old library, now called Burton Hall, and Pillsbury Hall, home of the department of geology. Some researchers have credited Mr. Buffington with having originated the basic structural ideas of the skyscraper type of construction.

of the world today renders at least partly obsolete.

Many Other Responses

These responses to the question, what is patriotism, are far from exhausting the list. Some may define patriotism negatively as the antithesis of expatriation or of treason. Still others may recall Dr. Johnson's famous remark that patriotism is the last resort of a scoundrel and declare that it is a mere cloak for the activities of militarists and war profiteers. A few will insist that its chief usefulness is as a mask behind which a capitalistic society puts down class tensions within the state and justifies imperialistic war in its own interest. Some will remark cynically that patriotism is the buncombe of misguided and snobbish Daughters of the American Revolution and their kind. Most people, however, will be content to define patriotism as love of, pride in, and loyalty to country. I shall use the term in that sense.

Continued on page 4, column 1

Regents Start Reorganizing For Postwar

Name New Dental Dean, and New Assistants in Arts College

ELECT W. H. CRAWFORD

Acting Head of Business Administration Given Full Status

Six changes in University of Minnesota deanships and assistant deanships were voted by the board of regents March 9 as the institution continued laying the groundwork for an expected major increase in its job in the postwar years. Only one new staff member was involved, Dr. William H. Crawford, dean of dentistry at Indiana University, who was elected dean of the School of Dentistry here to succeed William F. Lasby July 1 next, when Dean Lasby retires at the age limit. Richard L. Kozelka, acting dean of the School of Business Administration since the resignation last summer of Dean Russell A. Stevenson, was named dean of that school.

Dr. J. W. Buchta and Dr. Russell Morgan Cooper were made assistant deans, respectively, for the senior and junior divisions of the College of Science, Literature and the Arts. They succeed Dean Joseph M. Thomas, who will retire June 30 at the age limit, and Dean William H. Bussey, who has asked to return to a full schedule of teaching as professor of mathematics.

Dean Kozelka has been at Minnesota since 1923 and received his Ph.D. degree from that institution. He spent the summer of 1934-'35 studying economic problems in European capitals. He has become widely known for his work with the Northwest Research committee, the Ninth District Committee on Economic Development and for his Northwest Business Index, publication of which has been interrupted by the war.

Named associate professor of entomology and economic zoology was Albert Glenn Richards, Jr. to succeed Dr. H. H. Shephard, resigned. A graduate of the University of Georgia, Dr. Richards is now on the staff of the University of Pennsylvania. He will come to the University of Minnesota on July 1.

Dean William H. Crawford, dean of the dental school of Indiana University since 1940 and a graduate of the University of Minnesota School of Dentistry, was elected dean of the Minnesota school on recommendation of President Walter C. Coffey following a painstaking canvass of leaders in dentistry by an advisory committee of five chosen by Dr. Coffey. Dean Crawford will take office July 1, at which time the incumbent, Dean William F. Lasby, will retire at the age limit.

Three members of the dental faculty, Drs. Max Ernst, Carl W. Waldron and L. W. Thom, served on the advisory committee, with Dr. Irvine McQuarrie of the Medical School and Dr. Theodore C. Blegen, graduate dean, chairman.

Dr. Crawford received the doctor of dental surgery degree from Minnesota in 1923. He is a native of Minnesota, having been born in Morristown, Minn., August 12, 1899.

He has been a teacher since his graduation, for five years at the University of Tennessee, where he rose to the rank of professor, and from 1928 until 1940 in the Columbia University School of Dentistry as a full-time teacher of crown and bridge work, prosthetics and dental materials. In 1940 he went to Indiana.

In part the report of his advisory committee to President Coffey said:

"Dr. Crawford is still a young man. His competence has been tested. We are convinced that Dr. Crawford has been growing in stature all the way through his experience. He has faced many difficult situations and problems

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Dean William H. Crawford

Regents Start Reorganizing

Continued from page 1, column 5 and has learned much. His achievements, character and competence stamp him definitely as one of the leaders of American dental education today. He is forward-looking, broad in his views and his vision, interested in the entire range of dental education to the level of graduate instruction and research—influential in professional organizations and highly regarded by his own faculty and university. He has before him a very great opportunity to make a decisive contribution to dental education at Minnesota and in the country.

Earlier in its report the committee stated three principal criteria by which it proposed to make a recommendation for the post. These were, it stated, "Will the proposed dean command the respect of the better elements in dentistry?", "Will he be keenly interested in new needs and be ready to seek ways of meeting them?", "Will he be disposed to cooperate heartily with fields related to dentistry?" On these points, they found that Dr. Crawford met their requirements.

The new dean has been steadily active in professional and scientific organizations. He is a member of the American Dental Association, American College of Dentists, International Association of Dental Research, Indiana State Dental Association, Indianapolis Dental Society, Academy of Denture Prosthodontics, New York Academy of Dentistry, Sigma Xi and Omicron Kappa Upsilon.

New Arts College Deans

The two new assistant deans of the College of Science, Literature and the Arts, University of Minnesota, were elected on recommendation of Dean T. R. McConnell and President Walter C. Coffey. Dr. J. W. Buchta, head of the department of physics since 1938, becomes assistant dean of the senior division and Dr. Russell Morgan Cooper, assistant dean of the junior college. Dr. Cooper came to Minnesota last fall from Cornell College, Iowa, to head a newly created department of General Studies in the Arts College. Both he and Dr. Buchta will retain their present departmental chairmanships.

The pair will take office next summer, succeeding Dean Joseph M. Thomas, widely known professor of English, who will retire June 30 at the age limit, and Dr. William H. Bussey, dean for the junior college since 1920, who has expressed a desire to devote his entire time to his duties as professor of mathematics. Both men have spent the greater share of their teaching lives at Minnesota.

Dr. Buchta, who holds two degrees from the University of Nebraska, took his Ph.D. degree in Physics at Minnesota in 1925 under Professor Henry A. Erikson, having joined the department of physics as a teaching assistant in 1921. He became associate professor in 1929 and professor in 1938, at which time he succeeded Dr. Erikson as department head. Since the departure of Dr. John T. Tate for work with the Office of Scientific Research and Development Dr. Buchta has also served as editor of *The Physical Review*, outstanding journal of the American Physical Society, which is edited at Minnesota, and has served as chairman of the University College committee, a unit in which promising students are allowed to cut "cross-lots" to reach approved objectives. He is also a member of the executive committee of the Graduate School, member, advisory committee for the General College and director of the natural sciences course in the Arts college. In the national field he is on the council of the Association of American Physics Teachers and has been cooperating with the Carnegie Foundation for the Advancement of Teaching on its graduate record examinations. He is past president, Minnesota chapter, Sigma Xi and Minnesota Academy of Science.

As a freshman at Nebraska, Buchta sat in the physics class taught by Dr. Tate, whom he succeeded as editor of *The Physical Review* more than 20 years later.

Dr. Cooper, who succeeds Professor Bussey, attended Cornell College as an undergraduate, then took the M.A. and Ph.D. degrees at Columbia, the latter in 1934. He spent the year 1932-'33 in the Graduate Institute of International Relations, Geneva, and returned to Cornell College, where he taught political science from 1934 to 1944. For the past four years he has conducted a "workshop in higher education" at University of

Bass Plentiful Says Authority

Contrary to a widespread opinion that large-mouthed black bass are hard to find and catch in Minnesota, Prof. Samuel C. Eddy, University of Minnesota zoologist and fish specialist, declares that the big-mouth is today "the fish least disturbed in this state," coming far down the list in numbers caught, behind the sunfish, crappies, walleyed pike, great northern, and, of course the perch and bullhead.

"It isn't because the bass aren't there," says Dr. Eddy, "it's because only three or four percent of fishermen go fishing for bass. Most fishermen haven't the technique for taking bass."

There is fine bass fishing in scores of lakes where people seldom fish for them, he said, stating that he has repeatedly taken fishermen to lakes within a few miles of the twin cities and caught fine strings of bass.

In other words, he said, it's not bass scarcity but lack of effort on the part of fishermen that makes the take relatively small.

On the other hand, said he, there is plenty of room for improvement in the small-mouth bass population, toward which the first step is to clear up pollution in the many small, rocky streams that are ideal for this species and in which it was at one time abundant. Although it exists and thrives in many lakes, the small-mouth is partial to running water and it lives near rocks, partly for protection and partly because some of its principal articles of diet, such as crayfish, also favor such a location.

So difficult is it today to get good-sized small-mouth bass, said Dr. Eddy, that when he was producing his book, "Northern Fishes" with Thaddeus Surber, he had to go to Lake of the Woods to get one suitable for a color illustration.

At one time such southern Minnesota streams as the Blue Earth, Cannon and Zumbro rivers abounded in small-mouth, and Dr. Eddy is determined that they shall again.

Minnesota summer sessions. He also spent many months on a study of the preparation of high school teachers in liberal arts colleges, conducted by the North Central Association of Colleges and Secondary Schools. Dr. Cooper was brought to Minnesota last fall by Dean McConnell to head a new department of general studies in the College of Science, Literature and the Arts, which he has since been developing. He also holds the title, associate professor of political science. He was born in Newton, Iowa, in 1907.

Also at the March 9 meeting of the board Dr. George J. Stigler, professor of economics, was given permission to do special research in output and employment in the service industries for the National Bureau of Economic Research, and Dr. I. M. Kolthoff was authorized to serve as consultant on a secret war project of the University of Chicago.

It was voted to give special assistantships during the summer session to three teachers now serving as instructors in junior colleges of the state.

Gifts included one of \$10,000 from the Citizens Aid Society to the special collections fund of the Minnesota Museum of Natural History. The same fund received a gift of \$1,000 from Mrs. Lillian N. Berthel. An anonymous donor gave \$1,147.50 for the "B" scholarship and loan fund. Minnesota State Pharmaceutical association increased its annual scholarship in the College of Pharmacy from \$150 to \$225. One hundred twelve law volumes were given by Stanley Gillam, Minneapolis attorney, and 225 law documents were received from the Abbot E. Smith estate.

Tells Government Postwar Year Costs

Essential expenditures for a normal postwar year may range from \$13,100,000,000 to \$20,400,000,000, including from \$1,000,000,000 to \$3,000,000,000 for debt retirement, says Roswell Magill, one-time assistant secretary of the treasury.

In a typical postwar year, Mr. Magill said, revenues of about \$2,500,000,000 may be derived from taxes on liquor and tobacco; \$10,000,000,000 to \$12,000,000,000 from personal income taxes (as compared with \$18,300,000,000 in 1944); and the required balance from corporation taxes, gasoline, other excise and sales taxes and estate and gift taxes.

Arts Dean Has New Assistants



Dr. Russell M. Cooper



Dr. J. William Buchta

Competition of Weeds in Farm Fields Brings Big Cut in Crop Returns

Some of the Most Troublesome Ones Discussed by 'U' Botanist

Everyone who tries to grow anything, whether for pleasure or profit, whether it be a front lawn twenty-five feet square or a flax field of a thousand acres, soon becomes interested in weeds. That touches nearly all of us. "Minnesota Chats" therefore reprints the following interesting article on weeds by Professor A. H. Larson of the department of agricultural botany, University Farm. It appeared in "The Visitor," organ of the department of agricultural education.

Professor Larson wrote:

The consideration of weeds in farming has been very much neglected. The tendency to improve crop production biologically has been largely a matter of crop plant and soil improvement, and insect and plant disease control. It would seem that the part weed plants play in competition with crop plants has been considered only incidentally or fatalistically. Insect and plant disease pests can produce spectacular situations, sometimes causing practically total losses of crops, and then for indefinite periods being of little consequence. Weed losses are usually not so striking but they are recurrent year after year, and when they have once become established, there is no letup unless persistent and continuous efforts are made to control them over a period of years. This means a continuous expenditure in time, labor, and money which in most cases marks no permanent improvement.

It is difficult to evaluate the losses due to weeds on the farm, chiefly because no method has been devised and widely used to measure this loss. It is too complicated, there are too many variable factors, and there are no specific methods set up for evaluating the cost. Then too, the discussion of weeds seems to have been an unpopular one. As a result the people, who should be most interested in weed control, in some cases are rather reluctant to make the effort or to give information concerning the eradication and control of insect and plant pests. Weeds cause farm losses by robbing crop plants of soil fertility, water and sunlight, as well as reducing the grade of the crop, by increasing dockage, storage, spoilage, etc. One example where definite records were kept might be of help in emphasizing this loss. At the Illinois experiment station during the years 1907 to 1915 inclusive, definite records were kept on the raising of corn in relation to the control of accompanying weeds. Several control operations were tried. Only three will be mentioned.

Uniform soil was thoroughly prepared for planting corn and planted to the same variety of corn on the same day for nine consecutive years. After preparing and planting, one plot received no further attention until harvest time. The average yield for the period was 7.4 bushels of corn per acre. A second plot condition with the same preparation but given three shallow cultivations gave an average yield of 43.3 bushels per acre. The cultivation surely paid handsomely. A third plot condition after preparing and planting, was to shear off the weeds with a hoe at the surface of the ground so that none were able to compete with the crop of corn. There was no stirring of the soil. Here the

average yield per acre for the nine years was 48.9 bushels per acre. Weeds and no weeds in competition with the crop showed a difference of 41.5 bushels per acre. This would seem to indicate the tremendous tax weeds inflict upon the land with no appreciable return for their presence. This is only one phase of the weed loss namely competition with crop plants. The cost of weeds in Minnesota has been estimated at about \$50,000,000 annually.

A tragic part of this weed tax upon farming is that nearly all of it today is caused by weeds that are not native in the United States but were brought in from foreign countries with the seeds of crops with which they had learned to live successfully. They are still being spread in feed and crop seeds. Perhaps better than 90% of the farm weeds are foreigners. Canada Thistle, Field Bindweed, Leafy Spurge, Perennial Pepper Grass, Field Dodder, Quack Grass, Pigeon Grasses or Foxtails, Red-root Pigweed, Lambs' Quarters, Wild Buckwheat, Russian Thistle, Wild Mustard, and Frenchweed are all of European origin. A lot of labor could have been saved and cost of farm production reduced if these plants had never been introduced.

Weeds are creatures of habit just like every other living thing. The story of this habit might be called the life history. He who knows their life habits can in most cases determine the best methods for controlling and eradicating them. The study of the life habits of a weed plant can be a vitalizing method for studying botany. Weeds have more diverse means for insuring the security of their future than any other plants. This is the main reason for their success. It would be a long story to recount all the traits utilized by weed plants in taking over the arable lands of the world. A few illustrations might help.

Green Foxtail, often called Pigeon Grass, is very widely distributed. It is an introduced pest that has become established in practically every cultivated field that has been planted to field and forage crop plants. Very likely it was introduced long ago in either clover, millet, or small grain crop seeds. In the early days of this country there were no mechanical means for separating out weed seeds from crop seeds. Even today the best of specialized seed cleaning machinery will not remove every trace of Green Foxtail seeds from red clover, sweet clover, alfalfa or common millet seed. Their seeds, when once in the soil, have the ability to remain alive and finally grow, after twenty-five years. The seeds may start to germinate about the first of May in Minnesota and continue to do so until the middle of July. After that date, germination is rather rare. These plants would be apt to freeze before they ripen seeds that year. The plants require a rather short season of growth in order to mature seeds, six weeks being enough during the warmest part of the growing season. Corn fields kept clean and cultivated up to the first of July, often have ripe Green Foxtail before the first of September. Since most farm crops require more than 60 days to grow from seed and mature seed, the possibility of harvesting crops before the Foxtail is ripe is very meager. Some ripe seeds are harvested with the crop while many remain to ripen and drop to the ground. They grow quite readily during wet and dry years. In-

'U' Press Plans New Publications

"Guaranteed Annual Wages: Industry's Next Step?" by Jack Chernick and George Hellickson, scheduled for publication in May, highlights the Spring list of the University of Minnesota Press, which this March completes eighteen years of publishing under the direction of Margaret S. Harding. The Press also announces at this time for late summer "America Is West." An Anthology of Middle-western Life and Literature edited by John T. Flanagan of the English Department.

Established in March, 1927, the Press in its 18 years has multiplied its activities and taken a firm place among the university presses of the country. An executive committee of six members exercises control over its activities. Malcolm M. Willey, vice-president for academic administration is chairman. Members are Henry Schmitz, dean of the College of Forestry, Agriculture, and Home Economics; Dr. E. W. McDiarmid, university librarian; Julius M. Nolte, director of General Extension Division; and Theodore C. Blegen, dean of the graduate school.

Five Press books have been selected by the American Institute of Graphic Arts as among the fifty best in their respective years. These books are: "Tales of the Northwest," edited by John T. Flanagan; "Norwegian Songs and Ballads," by Theodore C. Blegen and Martin B. Ruud; "Modern Mexican Art," by Laurence Schmeckebier; "The Geese Fly High" by Florence and Francis Lee Jaques; and "Common Edible Mushrooms," by Clyde M. Christensen. These five were all designed by Jane McCarthy.

In 1938 the popular "Birds of Minnesota," by Dr. Thomas S. Roberts, was awarded the Brewster Medal of the American Ornithological Union for "the most meritorious work on American birds."

In 1943 the Press was awarded grants from the American Council of Learned Societies and the Coolidge Foundation toward publication of the important social-psychological study, "The people of Alor," by Dr. Cora DuBois, professor of anthropology, Sarah Lawrence College; and, just this past week the Press was notified that "The Faith and Fire Within Us: An American Credo," by Elizabeth Jackson of the English department has been chosen by the National Conference of Christians and Jews to appear in their selected list, "Reading for Democracy."

This list is a selected group of books chosen for their value in stimulating the thoughts and shaping the attitudes of those who would take part in a free society. The first grant of its kind to the University Press has been recently announced by President Walter C. Coffey. It is the receipt of a gift of \$10,000 to the Press by George B. Leonard, Minneapolis attorney and former regent, to establish the Edward F. Waite Publication Fund in Race Relations. This fund will be used to bring outstanding lectures to the campus and pay the cost of publishing their addresses.

accidentally, if held back by a heavy crop of small grain during the earlier part of the season when the grain is harvested and its competition is removed, the Foxtail grows rapidly and soon matures its seeds. Then too, the plant may have some feed value for livestock so that farmers make little effort to control it in the grain stubble. It is closely related to the Foxtail millets but its stems and leaves are higher in fiber or cellulose material with low food value. For the indifferent farmer, it offers some return as poor hay with little effort. Its seeds frequently go into commercial feeds. There is little doubt that this very common and widely spread weed levies a heavy tribute against farming and is among the most difficult to eradicate as few farmers have the persistence or the luck to prevent all plants of this species from ripening seeds over a period of twenty-five years. The individual plants are easily destroyed by persistent cultivation; yet few types of farming offer an opportunity to destroy all the seedlings that continue to appear from early spring until the middle of July. Any process that is effective must be continued every year for twenty to twenty-five years to complete the eradication. This is not likely, so it seems the logical prospect is to learn how to live with it and keep it at a minimum. However, it will continue annually to levy tribute against

Continued on page 3, column 2

'Tech.' Alumni State Case for New Building

The case of the department of chemical engineering for a new building, which is on the board of regents' calendar of requests from the Legislature, has been stated strongly in a booklet prepared by the Institute of Technology Alumni Association, under the chairmanship of Harry Gerrish, active alumnus. He had the assistance of R. Charles A. Mann, head of the division.

The booklet said in part: The regents of the University of Minnesota, fully aware that the Chemical Engineering Department needs more adequate quarters, are requesting an appropriation from the State Legislature for a Chemical Engineering building.

Legislative Committees and Legislators must be informed as to what a Chemical Engineer is . . . what his job is . . . how he can serve the people and the industries and the State itself . . . if they are to vote favorably for such a building, needed more than ever in the postwar years.

A Chemical Engineer is a person who applies his extensive, combined training in chemistry and engineering to the processing of natural resources, farm products and industrial and farm wastes on a large and economical scale to produce materials for shelter, clothing, foods, medicines and many other material things for the comfort, pleasure and happiness of mankind. Chemical Engineering is a branch of Engineering.

Though a degree in Chemical Engineering had been offered at Minnesota before 1919, the present course was reorganized in that year, with 57 students and one professor. A year later, the department was given quarters in part of the basement of the School of Chemistry building. In spite of the fact that 37 per cent of the space had no outside light or ventilation, the laboratories were equipped and used. Lecture rooms and classrooms were available in the rest of the building. Though not constructed for Chemical Engineering purposes and not adequate for this type of work, these laboratories served satisfactorily till 1932, when the undergraduate enrollment reached 241, the number of graduate students had increased to 43, and there were 15 on the faculty. Office space and laboratories were crowded with much large-sized research equipment. This makes the laboratories unsafe to work in. Thirty-eight students must now be accommodated in the laboratory built for only 18. Located in the basement, the lighting and ventilation is bad and poisonous gases and explosive vapors make working in the laboratory unhealthful and hazardous. Accidents occur because of the crowded condition of the laboratory equipment.

Large Student Body
Between 1932 and 1940, the number of undergraduate students had about doubled to 470 students. For several successive years, this department had the largest number of students of any department of the Institute of Technology. The graduate students doing research increased from 43 to 55 and there were 17 members on the staff. More equipment was added to the laboratories, but the space available for the Chemical Engineering Department was actually decreased. Research equipment had to be set up in dark unventilated rooms and in the basement hallways.

Under this almost impossible housing situation, about 1,200 chemical engineers have been graduated from the department, with no less than 350 serving the industries of the State in various capacities. Some 142 Master of Science degrees and 41 Ph.D. degrees have been granted in the last 20 years. These are the men who are particularly qualified to do the research work as demanded by industry. The Chemical Engineering Department at the University is recognized as among the top three departments in the country.

It has been predicted that after the war there will be 700 undergraduate students and 75 graduate or research students in Chemical Engineering at the University. It will be absolutely impossible to cope with this situation with the inadequate and unsuitable housing and laboratory facilities as they have existed since 1932. As the Chemistry Department expects similar increases in the number of students, it will need more space in the present building, meaning that the Chem-

Farmer Should Know His Weeds

Continued from page 2, column 5
farming in lessened crops of lower value produced at additional expense. Growing intertilled crops that can be cultivated after the first of July, such as soybeans in rows, has merit. Another is to seed millet for hay about the first of July and cut it for hay on the green side. The soil should be plowed each year to bring up another lot of seeds so they will germinate and their seedlings be destroyed by tillage or smother crops. A very good practice, but one that rarely is followed, is to surface plow or thoroughly disk the grain stubble fields in time to prevent Foxtail and other annual weeds from ripening seed. This should be followed later by the usual plowing. To this should be added the use of crop seeds free from weed seeds. Each operation is dependent upon the life habits of the weed. Too often attempts at weed control have been made blindly and the results have been disappointing.

A similar review might be made of the life histories of other common weeds such as Canada Thistle, Wild Mustard, Dodder, Frenchweed, and many others. These plants have a weedy character which it is necessary to know if progress in its control or eradication is to be successful and economical. The control of Canada Thistle by growing alfalfa is dependent for its success upon the knowledge and use of the growth habits of the two plants when grown together. Alfalfa is worthless in trying to control Quack Grass, because the life habits of the two in comparison are such that the Quack Grass is better adapted to win out in the competition. It is nearly useless to try to kill Frenchweed with water solutions of chemicals because the leaves are waxy and the solution runs off of them. Wild Mustard has rough leaves and a similar spray, for instance Sinox, will stick to the leaves and be absorbed, causing death.

Chemical Engineering Department will be literally forced out of its present quarters.

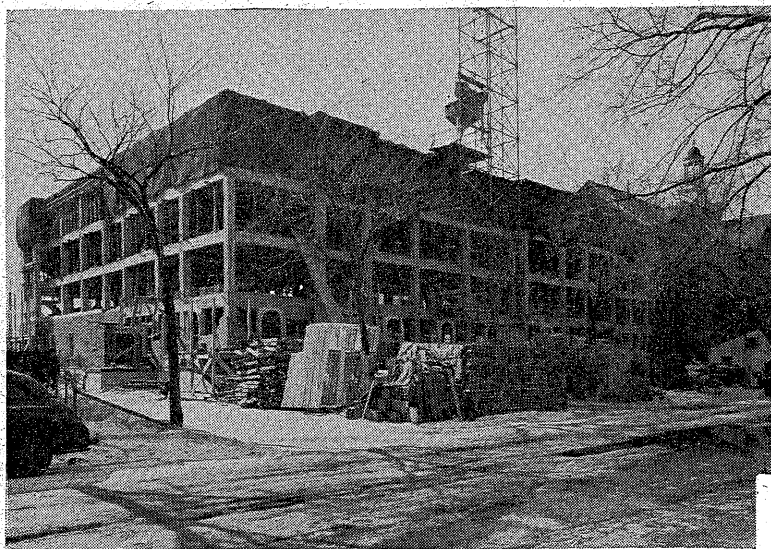
Because of the character of the work of Chemical Engineering, large-sized equipment is required. It is estimated that each student, graduate student and faculty man requires about 130 square feet of floor space, but at present only about 40 square feet are available and this will be materially reduced with increased enrollments. More room is definitely needed. This need can only be satisfied by a Chemical Engineering building constructed to meet the specific requirements of Chemical Engineering instruction and research, and for setting up pilot plants, the necessary forerunner of the production stage of any product.

Many Researches Made
The various projects under the Northwest Research Foundation were investigated and developed by the staff and graduate students of the Chemical Engineering Department. Some of the projects were alpha cellulose from otherwise useless aspen wood, hydrogen from North Dakota lignite (now taken over by the U. S. Bureau of Mines), and Manganese from Chamberlain Ores. The director of the newly organized Institute of Research is a member of the Chemical Engineering staff. Several of the projects under investigation are at present being carried on by graduate students in Chemical Engineering. Both of these organizations need considerably more space than they have used which is not available in the present quarters.

Minnesota must have more industries to utilize our natural resources, farm products, farm wastes and industrial by-products. The Chemical Engineer is trained and able to convert these raw materials to useful products. To meet the future demand for Chemical Engineers, there must be a strong staff of teachers, adequate classroom, lecture room and laboratory facilities for instruction, research and development.

Heads English Study
A nationwide study of the curriculum in English, from kindergarten through college, will be discussed by Dr. Dora V. Smith, University of Minnesota, at a meeting next week of the executive committee. National Council of Teachers of English, in Chicago. Dr. Smith has been appointed director of the study. Following the Chicago meeting she will attend meetings and speak in Cleveland, Ohio, and Baton Rouge, La. Dr. Smith is a member of the College of Education Faculty.

Building Powell Hall Addition



The addition to the nurses building, Powell Hall, is rising rapidly. It is financed partly by the government because of the marked shortage of nurses.

'U' Trains Many Teachers for 'High'

Nearly one-fourth of the high school teachers in Minnesota outside the three largest cities are graduates of the University of Minnesota, records in the placement bureau of the College of Education indicate.

Of 5,498 such teachers recorded by the Minnesota Education association, 1,308, or 23.8 percent, are University of Minnesota graduates. Teachers in private and parochial schools were not included in the computation, but it is estimated to cover 90 percent of Minnesota high school teachers.

The compilation was made at the university to show the extent of one of the many services rendered by the institution. Many graduates of universities outside Minnesota teach in the high schools of the state, and on the other hand, many Minnesota graduates teach in high schools elsewhere.

The range is from ten percent in some counties to nearly 50 percent in others. In Aitkin county, for example, 17 high school teachers out of forty are from the university and in Anoka county, 30 of 64. Hennepin county, outside Minneapolis, has 63 university teachers out of 213 and Ramsey, apart from St. Paul, 16 out of 48, just one-third.

Largest number of university graduates teaching high school in any one county is found in St. Louis county, outside Duluth, where 170 are recorded out of 575. Seventeen high schools are recorded in that county outside its main metropolis.

Counties in the extreme north of the state and in the Red River valley record the smallest percentages of teachers from the University of Minnesota. Roseau county records only four out of 30, Clay county, five out of 89 and Kittson county, one out of nineteen.

On the other hand, it is pointed out that an overwhelming proportion of all high school teachers attend summer sessions at the University of Minnesota at one time or another to take advantage of the special workshop and other courses there and to hear leading visiting teachers who come to the campus for those sessions.

'U' Regional Point For ASTRP Tests

The University of Minnesota's counseling bureau will again be regional headquarters for the tests for high school graduates wishing to enter the Army Specialized Reserve training program on graduation from high school, Gordon V. Anderson, director, announced. Tests will be given in high schools and at the Counseling Bureau. The region includes Wisconsin, Minnesota and the Dakotas. Youths up to 17 years and nine months will be tested April 12 and may have one, two or three terms of college work depending on their age at graduation, as they will be drafted at 18 years.

Eligible boys will be those who became 17 between October 1 last and August 31 of the present year.

Dr. Anderson announced also that University Counseling Bureau has been designed by the Veterans Administration to give tests to veterans applying for vocational rehabilitation programs, whether university students or not. The area for which the bureau will serve covers the twin cities and their vicinity.

Girl Swimmers to Have 'Aquaholidays'

"Aquaholidays" is the name selected this year by the Aquatic League, honorary women's swimming association, for its annual public demonstration and entertainment, which will be staged in the Cooke Hall swimming pool April 14 at 8 p. m.

Formations to be swum by the girls will have eight different holidays as their theme, such as "New Year's," "St. Patrick's Day," or "Valentine's Day." About 30 swimmers will take part according to Miss Cherry Ceadarleaf, pageant chairman. Mrs. Lorraine Larson, instructor in physical education for women, is adviser for the show.

Admission prices will be 75 cents for reserved seats, 50 cents for general admission and 25 cents for servicemen. Sale will be conducted at Cooke Hall.

Indicates Best Vegetable Sorts

Plant vegetables adapted to Minnesota conditions if you want crops that are superior both in quality and quantity. That's the advice A. E. Hutchins, assistant professor of horticulture at University Farm, gives to victory gardeners. Dr. Hutchins also suggests that victory gardeners who had particular trouble with vegetable diseases last year will be wise to plant disease-resistant varieties.

Varieties of green and yellow vegetables recommended for Minnesota include: green string beans—Tendergreen, Stringless, Green Pod; yellow string beans—Pencil Pod; carrots—Chantenay and Danvers Half Long; Swiss chard—Giant Lucullus; spinach—New Zealand, Bloomsdale, King of Denmark; early cabbage—Golden Acre, Copenhagen, Market; mid-season cabbage—Late Copenhagen; late cabbage—Danish Ballhead; broccoli—Italian green sprouting; squash—Buttercup and Greengold. Hubbard squash is primarily adapted to southern Minnesota.

Gardeners in the northern part of the state will probably have better success growing early varieties of tomatoes, Dr. Hutchins says. Some of the varieties he recommends for Minnesota are: early—Victory and Firesteel, mid-season, Break O' Day, Pritchard, John Baer, Bonny Best and Stokesdale; late—Marglobe, Rutgers; yellow—Mingold and Jubilee.

Potatoes on the recommended list include Red Warba and Warba, both extra early; Cobbler, early; Chippewa and Pontiac, medium; and Sequoia and Sebago, late.

Neuropsychiatry Receives New Fund

University of Minnesota has received a considerable gift for the study of dementia praecox by its department of neuropsychiatry. While the gift is anonymous, its purpose is to further the study of the management and treatment of dementia praecox and also of the various neuropsychiatric conditions that may be confused with it, also to pay the cost of disseminating such information as these studies may reveal, either through lectures, papers or the like. The gift provides that if the study of this disease becomes no longer of importance the funds may be used for other studies in related fields in neuropsychiatry.

'U' Must Solve State's Problems Says Dr. Coffey

The University of Minnesota must become "a research laboratory for the whole state of Minnesota" President Walter C. Coffey told legislators and their wives who were guests at a dinner in Coffman Memorial Union preceding the recent address by Comm. Stassen.

Speaking briefly, Dr. Coffey said the peacetime research role of the university will be even more important than its extensive investigations to help war aims. Reports of the Minnesota resources committee indicates what state leaders expect university laboratories to accomplish, he said.

"But research," he continued, "is done by highly skilled and trained men, and to accomplish results we must have the men to do the work. This means salaries that will draw and hold such men, comprehensive laboratory equipment and working conditions that will help them succeed."

He referred to the inevitably large increase in the student body when the war ends and pointed out also that in supporting the university the state will be making perhaps its finest contribution to the thousands of veterans who will seek to equip themselves for a new life by education.

Kenneth Schon Former Student Sings in Opera

A former student of voice in the University of Minnesota's music department has become the second man from radio ever to be given a contract by the Metropolitan Opera Company. He is Kenneth Schon, a basso-baritone, who at one time sang over Minneapolis radio stations. Professor Paul Oberg, head of the Minnesota department of music, remembers playing accompaniments for Schon when he was singing locally. He will sing the role of Pizarro in the opera "Fidelio" when it is presented in English.

Asked by a New York newspaper if he were a swoon singer, Schon said, "I'm no Frank Sinatra, especially as I stand six feet four inches and weigh 250 pounds."

He has been singing ballads and popular numbers over the Blue Network in recent months. He won his contract after singing on a special program, "Metropolitan Opera Presents," which has replaced that organization's former auditions over the air.

'U' Nurses May Enroll in Summer

For the first time in the history of the school of nursing at the University of Minnesota, high school graduates will be admitted to a course in nursing at the beginning of the summer quarter, Miss Katharine J. Densford, director of the school, announced recently.

Registration for the class, always before exclusively for college graduates, will begin June 18. College graduates and young women with some college training also will be admitted to the class as a wartime emergency.

Another class for high school graduates will begin in the fall quarter. Girls who start their training in the summer quarter will finish earlier, however. The traditional college graduates' class has been omitted this year because of the war emergency so as to accelerate the admission of girls to the field of nursing, Miss Densford said.

Students entering may join the U. S. cadet nurse corps and have their training paid for by the corps. For further information young women may call the school of nursing office at the university.

Comm. Whaley Assigned to 'U'

Commander James M. Whaley, USN, has reached the University of Minnesota campus on an assignment as associate professor of naval science and tactics and executive officer to Captain John T. Tuthill, Jr., commanding. Commander Whaley has had sea duty from the time of his graduation from the United States Naval Academy in 1935, this being his first shore assignment. He succeeds Lt. Comm. Calvin A. Walker, USN (Ret'd) who has been assigned to the naval installation at Duke university, Durham, N. C.

Wisconsin Professor Speaks to Learned Societies

Continued from page 1, column 4

Since loyalty is a fairly concrete test of pride and love, that aspect of patriotism may well be chosen as the central core of our analysis.

Of the many implications of such a definition of patriotism, a few are at once apparent. Within certain limitations patriotism is a feeling and a value which enables men and women and even children to identify "self" with society and to find emotional and esthetic satisfaction in so doing. Many Americans before Emerson had pointed out this function of patriotism, but in the year 1827 he gave it the most memorable expression. The dusty artisan, he wrote in his Journal, needs some consolation for the insignificant figure which his sordid habits and feelings present in comparison with the great. Thus the lowly man is "fain to remember how large and honorable is the confederacy of which he is a member, and, that however low his lot, his resources are yet reckoned an integral part of that awful front which the nation presents to the world. Hence the unaffected, boisterous enthusiasm with which any spirited allusion to the idea of country is always received by a mixed assembly." In our own time such social psychologists as Floyd Allport have persuasively demonstrated the essential soundness of Emerson's analysis of patriotism.

Common Man's Attitude

The common man has thus obtained compensatory satisfaction in feeling that he shares in the greatness of his country. Part of that satisfaction is esthetic in character. What the liturgical churches provide in religious worship, patriotism has in part provided within the secular framework. Americans have been moved by such songs as "My Country 'Tis of Thee," "The Battle Hymn of the Republic," and "The Star Spangled Banner;" by pictures such as John Trumbull's paintings of the Battle of Bunker Hill and The Signing of the Declaration of Independence, and the portraits of Washington by Gilbert Stuart; moved, too, by poems such as Drake's "The Flag" and Whitman's "Captain, My Captain." In a culture in which esthetic experiences have not always been rated as highly as elsewhere, the glimpses of beauty, no matter how limited, which have been associated with patriotism, are not to be undervalued.

Emerson knew full well that it is not only "plebeian clay" that is touched by the sentiment of patriotism. Much that makes his own thought truly significant arose from his patriotic rejection of the widespread tendency of American intellectuals to rely on European standards, authorities, and conventions. This was the great idea in his famous Phi Beta Kappa oration of 1837. And certainly a good deal of positive inspiration to fresh, creative expression in literature, architecture, painting, and music has been derived from the love of our writers and artists for America, their pride in it, their loyalty to it, their desire to catch and express in their work that which is most characteristic of it, their determination to enhance its reputation among the thinkers and artists of the Old World. This generalization will, I am sure, be clear to any student of the sculpture of St. Gaudens, the painting of Winslow Homer, the contributions to architecture of Jefferson, Sullivan, and Wright; and a great part, indeed, of American literature.

Plays Social Role

Patriotism in American life has played a social role in providing a cement to hold together localities, states, and sections, as well as ethnic, economic and other groups. It would be absurd, of course, to claim that patriotism has been the only factor that has functioned in such a fashion. Perhaps it has not even been the most important one. Such economic and cultural factors as the opportunities provided by abundant land and the industrial ladder, by urbanism and a technological culture, have certainly been underlying, unifying forces. Perhaps fear, especially fear of an outside enemy, and the wars we have waged against an alien foe; perhaps the consequences of bloody civil war have done more to unite us into one people than the associated sentiment of love of, pride in, and loyalty to country. In any case, the interpreters and promoters of patriotism have given meaning and life to ALL these basic unifying experiences. These interpreters and promoters, including scholars both well-known and obscure, have in short integrated these unifying

factors into an emotionally charged pattern of thought and feeling. This no one can dismiss in any consideration of the ways in which America has become a nation, a distinctive nation, and a great nation. Let us consider this dynamic sentiment, its structure as well as its functions.

Early in the republic textbook writers, orators, clergymen, teachers, and scholars began to publicize a very special version of American history. Compiled of fact and fancy, truth and mythology, this version of the national past undoubtedly served to give Americans, in whatever locality, of whatever ethnic background, a feeling of unity. According to this version of the uniquely American past, God had destined America for a very special historical role. He had reserved its discovery until a propitious moment—until Protestantism had triumphed over the "errors" of Catholicism; until political freedom had challenged despotism. Early historians explained that America, remote from the Old World, had from the first afforded ample opportunities for the growth of religious and political liberty. Its abundant resources—and much was made of these—had given the common man for the first time the possibility of leading a decent life. In short, American history was interpreted as a unique history, and as a superior history.

An Early Expression

This theme can here be only meagerly illustrated. In 1827 in his "Lectures on School-Keeping," the first American manual in English on pedagogy, Samuel Hall urged the importance of familiarizing American youth with the country's unique past as an indispensable means of promoting understanding and love of country. Writers of history textbooks, for the most part conservative in temper, endeavored to identify the American past not only with a struggle for liberty but with the achievement of liberty within a framework of order. Elizabeth Peabody, the scholarly editor of the Transcendentalist Dial, advanced a different thesis in her *Chronological History* (1856). To her our past was the first recorded history of a government depending directly upon the mass of the people, "every individual of whom becomes a creator of its events, in precise ratio with his personal energy." George Bancroft, a more influential scholar and writer, amplified in the flamboyant pages of his ten-volume *History of the United States* the theme expressed in his basic conviction that "in the fullness of time a republic arose in the wilderness of America. Thousands of years had passed away before this child of the ages could be born. From whatever there was of good in the systems of former centuries she drew her nourishment; the wrecks of the past were her warning. The fame of this only daughter of freedom went out into all the lands of the earth; from her the human race drew hope."

Bancroft accepted also the idea that Providence has guided the American past. Longfellow, scholarly linguist as well as the people's poet, expressed the same sentiment in identifying the Union with a ship,

We know what Master laid thy keel,

What workman wrought thy ribs of steel.

Hero-worship, the celebration of the national holidays, and the elaboration of patriotic symbols gave reality and force to the concept of a unique American past. Washington became enshrined in the American heart as an example of the true patriot sacrificing himself without stint for his country. In this process of enshrinement the great legal scholar, Chief-Justice Marshall of the Supreme Court played an important part. So, too, did another Virginian, less learned, but no less devoted to the dissemination of learning, the famous Parson Weems. Thus was laid down a model for the building up of later national heroes, a building up in some part done through conscious patriotic effort.

Certain great days gradually became holidays for the whole nation or large sections of it. In the fixing and observance of these days, patriotic citizens deliberately aiming to foster national unity and deepen patriotic feeling, and among such patriots, writers and teachers of history are to be counted. The birthdays of Washington and of Lincoln, Thanksgiving Day in certain parts of the country, and above all the Fourth of July, thus, in coming to be widely celebrated, deepened and

College Head Addresses Graduates



The Very Rev. Vincent J. Flynn, Ph.D.

The Very Reverend Vincent J. Flynn, Ph.D., president of the College of St. Thomas, St. Paul, Minn., spoke to the graduating class of the University of Minnesota which received diplomas the evening of March 22. "Religion and the University Graduate" was his subject.

strengthened the national awareness of an unusual and stirring history.

In the growth of American patriotism concrete symbols served to typify the deeds and ideals of the past, and to suggest lines of future development. The use of the American or bald eagle and of the figure of Liberty on coins; the symbolism of the flag, which was first hoisted over a schoolhouse in the War of 1812; and the evolution of the folk-symbol Uncle Sam, clearly recognizable before the great cartoonist Thomas Nast gave him his final touches, all these tended to create or to channel affection for the country, as opposed to mere local pride and attachment and class interest. The figure of Uncle Sam, personifying the nation, suggested that America was more than the sum of its parts, that it was a living, organic being, with a pride and honor that could be wounded; with ideals and values to be lived up to, with keen, wise over-all knowledge and concern for the well-being of every American truly devoted and truly loyal to the nation.

Was Nation Unique?

The unique American past, it was urged, had unfolded on a unique stage. Thousands of Fourth of July orators popularized this idea and Phi Beta Kappa scholars set it forth in addresses full of quotations from the classics and adorned with—gems of poetry. As Timothy Dwight, President of Yale, put it,

See this glad world remote from every foe

From Europe's mischief and from Europe's woe.

Our country also had, its early patriotic leaders insisted over and over, natural features that inevitably made for unity, as well as natural beauties and resources of a character to arouse pride in every citizen. The great rivers and interior chains of lakes tied the various parts of America together. As the shadow of civil war darkened, patriots urged that God had given the land its unique stamp as witness of His desire that it was to remain one country. Nature itself, then, forbade any diminution of loyalty to America regarded as one great whole. Nature itself in outlining the geographical features for a united land invited loyalty to one country and to one alone.

The variety of climate and produce provided, orators explained, abundant treasures for everyone—treasures forming a solid basis for pride of country and loyalty to it. Washington, in the dark days of Valley Forge, had struck this note in declaring that, however genuine a sentiment patriotism is, however necessary it is in sustaining men in war, it is not enough; it must be supplemented by tangible and material goods. And ever since then realists have contended that in providing such actual and potential goods, America deserves the pride, devotion, and loyalty of her sons. William Kent, in a Phi Beta Kappa address at Union College in 1841, expressed a common sentiment in asking: "Who can cast his eye over the broad map of his country, without an expansion of feeling, and a proud exultation, which

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State to Hear Leading Opera Company Sing

The Metropolitan Opera Company, of New York, world's first operatic organization, will sing four famous operas in the University of Minnesota's Northrop Memorial Auditorium, April 26, 27 and 28.

The series is under the joint sponsorship of the university, the Orchestral Association of Minneapolis and a statewide committee of sponsors and guarantors.

The full orchestra, different conductors for each opera and many leading principals, among them such singers as Ezio Pinza and James Melton, will take part in the performances.

To be sung are the following works: April 26, "Lucia di Lammermoor" (Donizetti); April 27, "Die Walkure" (Wagner); April 28, matinee, "Don Giovanni" (Mozart); evening, "Carmen" (Bizet).

Conductors for the four will be, respectively, Pietro Cimara, George Szell, Bruno Walter and Wilfred Pelletier.

Mother at Fault If Baby Wails

The argument between the "old fashioned grandma" and her daughter, the modern mother, who said, "let the baby cry, it won't hurt him" and grew angry when grandma picked it up and petted it, is being won by grandma according to studies being made by the Mayo Foundation of the University of Minnesota.

The crying of a newborn infant is one of his most important functions, says Dr. C. A. Aldrich of the Foundation, who is conducting a study covering every baby born in Rochester. "Only during about the first two weeks of life is crying necessary to expand an infant's lungs, but after that," says he, "the infant's automatic controls turn on the cry whenever the organism is threatened, when he is hungry, cold, wet, under the influence of pain, when he hears loud sounds and probably when he feels the need of fondling."

"Vigorous crying is evidence of a young infant's competence. It shows that he is able to do his share in coping with adverse conditions. It is a signal meant to be heeded. Conversely, then, prolonged or undue crying is evidence of the incompetence of his caretakers. It shows that somehow or other our technics have not been able to meet his vital, physiologic need."

In the 1920s, said Dr. Aldrich, the behavioristic school taught that personality and achievement were due entirely to early conditioning. This postulated that the child who received attention when it cried would be spoiled, and would be likely to continue through life in a petulant attitude when it sought to have its needs met.

Dr. Aldrich objects to this theory on the ground that it assumes the infant to be a reasoning being, lying in its crib and scheming to get what it wants by bawling. On the contrary, says he, the child's crying is a spontaneous reaction to call attention to its discomfort. It will grow up into a happier, pleasanter and more satisfied individual, he believes, if it is relieved and fondled.

The Rochester study is endeavoring to establish scientific proof of this.

Speaks on Television

"Television as a career" was discussed at the University of Minnesota School of Business Administration Feb. 21 by Richard H. Hooper, regional manager of advertising, Radio Corporation of America.

public, what will be its 'old age,' Senator Cass quickly replied, "Sir, it will have no 'old age.'" America, men believed, had drunk deep at the fountain of perpetual youth. But that was not all. The future of America was to exemplify the law of progress. In every way life would become better and better. Men would have more of this world's goods, more freedom, more happiness. The American future, then, like her past, was to be both unique and glorious. This was an added cause of pride, love, and loyalty. From the time that President Ezra Stiles of Yale developed this theme in his famous address, *The United States Elevated to Glory and Honor* (1783), until well toward the end of the nineteenth century, the doctrine of a unique and superior American destiny was a favored topic in both learned and popular orations. The fact that, as Emerson noted, every other nation likewise believed that "the divine Providence had a sneaking kindness for it," seldom affected the pride and faith of Americans in their own future.

At last the idea of American progress had to be qualified as depression, war, and worldwide chaos involving the United States were apparent. Americans nevertheless continued to feel that their future was bound to be a brighter one than that in store for other peoples.

doubt cannot shake, nor ridicule suppress?"

Finally, the very beauty of our mountains, forests, plains, and prairies was deemed a source of pride and devotion. "We are told, and truly told," declared James B. Hillhouse in a Phi Beta Kappa oration at Yale in 1826, "that we are abundantly furnished . . . with all the materials of . . . the highest order of descriptive poetry." Emerson was even more eloquent. "The land wants no ornament or privilege which nature can bestow. Here stars, woods, hills, animals, and men abound, and the vast tendencies concur of a new order . . . Every foot of its soil has its own quality, just as the grape of either side of the same fence has its own flavor." Nor was this note struck by scholars and Romantic writers alone. Pioneers in each new west noted the beauties of the land and found therein a reason for renewed loyalty to the nation. The close association between love of natural beauty and patriotism in time became commercially exploited: See America first.

It is true that the very vastness of the country, and the inability of most people to feel an intimate affection for regions remote from their own, posed obstacles for those who saw in geography a binding tie of devotion and loyalty to America. "We have so much country," remarked Hawthorne, "that we really have no country at all." This came to be less and less true. Thanks to such geographers as Jedidiah Morse, who sought through his schoolbooks to impress American youth with the idea of the superior importance of their own country, viewed as a whole, thanks above all to the mobility of American life, a mobility that increased with every new pike, canal, and railway, Americans came ever increasingly to grasp and to admire parts of the country other than their own. Advocates of internal improvements, of tying the country together in the interest of commerce, prosperity, and unity, looked especially to the growing network of communications to break distances down and to promote solidarity. As a writer in *Hunt's Merchants' Magazine* in 1850 put it, "Our commerce is equally important to every section. It knows no North, no South, no East, no West—but only one great people, one and indivisible."

By emphasizing a unique American future the patriotic pattern of thought and feeling that developed in the young republic also helped to keep Americans together. It was to be a future of eternal youth. When a European visitor, having paid tribute to the young American giant, remarked, "If such is the youth of the Re-

Dean Fraser Lauds Late Chief At 'U' Exercises

Memorial Service Conducted in Northrop Auditorium by Navy, Army and Uni- versity

Exercises in memoriam of President Franklin D. Roosevelt were conducted in Northrop Memorial Auditorium Sunday, April 15, under joint auspices of the United States Navy, United States Army and the University of Minnesota. Captain John T. Tuthill, Jr., professor of naval science and tactics, received directions from the navy department to hold memorial exercises, and upon his invitation the army and university joined. Service men from the campus and navy men from other twin city installations except Wold-Chamberlain Field attended, as did members of the faculty and many civilians.

Invocation was by Rev. John Walker Powell and prayer by Rev. Louis Forrey.

Dean Everett Fraser of the Law School, upon invitation of President Walter C. Coffey, delivered the memorial address, which follows:

We are met here today to pay tribute to our late president and commander in chief, Franklin Delano Roosevelt. Down through the ages there has come to us the advice "Let us now praise famous men." The writer meant famous in the better sense, not merely well known. For in one sense a man may be famous though his wickedness become all men's curse, but in the better sense a man is famous because he is great, because "his life hallows a whole people and lifts up all who live in his time."

But why should we praise great men when they are gone and are beyond our praise or blame? We do it not for their sake but for our own. From their lives we seek to learn the paths that we should tread that we may make our lives sublime. We may not aspire to their greatness, but we can hope to aid them in their efforts. These men could not have achieved alone. As the light which we see in the heavens in a moonless night does not all come from stars of the first magnitude, but from many stars too small to be severally visible, so we may contribute our little part towards the light of the world. In the last message of our late president he said:

"Let me assure you that my hand is the steadier for the work that is to be done—that I move more firmly into the task, knowing that you—millions and millions of you—are joined with me in the resolve to make this work endure."

From our study of the lives of the great we get the direction for the course to be followed and the inspiration to pursue it.

Our country has a great heritage in the lives of its great men. Washington and the other founding fathers gave us our nation "conceived in liberty, and dedicated to the proposition that all men are created equal." The principle thus declared went beyond the practice of their time, but they did what they could and left the full development of the principle to future generations. (And therein lies a lesson for us today.) Lincoln saved the nation from divisive forces from within and gave the principle of equality a new application. He kept our nation united, powerful and fit for its present task. And now in our own time Franklin Roosevelt has preserved our nation from attack from without and has given a new conception of freedom not only for our own people but for all peoples.

If he could speak to us again what would he have us do? He left a manuscript in which he tells us:

"We, as Americans, do not choose to deny our responsibility.

"We seek peace—enduring peace. More than an end to war, we want an end to the beginnings of all wars—yes, an end to this

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Faculty Women Honor Mrs. L. D. Coffman



Mrs. L. D. Coffman, Mrs. Robert V. Cram and Mrs. Walter C. Coffey are shown left to right as Mrs. Coffman was surprised by the information that the Faculty Women's Club had established an annual scholarship in her honor, to be called the Mary Farrell Coffman scholarship. This was at a luncheon in Coffman Union on April 21. (Story on page 3).

Cooperation Between Nations Calls For Experience, UNRRA Man Says

John Jay Corson, Former Deputy Director, Gives First William Hodson Lec- ture

United Nations Relief and Rehabilitation Administration, which has been having hard going in liberated European countries has had "an experience which simply indicates that the will of the United Nations to collaborate one with another in making the future world secure is not yet reinforced by adequate experience in making international organization work," John Jay Corson, former vice-director of UNRRA told a large audience in Coffman Memorial Union the night of April 10. He delivered the first William Hodson Memorial Lecture, which is supported by a fund raised by friends and admirers of the late social worker and prominent Minnesota graduate. Corson is now research director of The Washington Post. "Relief for Liberated Areas" was his topic.

"Does man have it in him after twenty centuries of development to work as a cooperative animal?" the speaker asked, after he had enumerated the difficulties encountered in trying to administer relief in a dozen or more suspicious and hard-minded nations. "And particularly, does he have it in him to cooperate with men of different languages, different psychologies and different economic and political philosophies? On the answer to these questions depends the future peace of the world."

William Hodson, Minnesota '15, was at the head of New York City's social services when he lost his life in the crash of a plane in Guiana, en route from this country to North Africa on an important relief mission. Professor William Anderson, political science, was one of the active leaders in raising the memorial fund.

Mr. Corson's address follows in part:

We are fighting two wars these days. One is being fought by our armed forces against the enemies of democracy. We are winning that war—in Europe and in the Pacific. We had to win, for the price of defeat was the right to think, to worship, to speak as one chooses.

The second war we must also win. It's the war which the United Nations are waging against hunger, disease and chaos. They are the enemies which like gaunt vul-

tures circle about after we have driven the Nazis and the Japs out of our allies' lands. And unless we win this second war all of our military victories may prove in the end to have been fruitless.

Bill Hodson was naturally one of the first recruits to enlist in this second war. It was inevitable that he should have entered upon this task, peculiarly fitted for it as he was by both experience and temperament. He had been in the forefront of those who in this country during the 1930s raised the administration of relief to the status of a public profession from that of an art of philanthropy and benevolence.

And while he forced the administration of relief to higher and still higher standards against the handicaps of vastly increasing

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Hail, Minnesota Now State Song

The University of Minnesota song, "Minnesota, Hail to Thee" has been adopted as the official state song of Minnesota. The measure was introduced by Senator Val Imm of Mankato, and had the active backing of the alumni of the University headed by E. B. Pierce, secretary. "E. B." was a member of the Class of 1904 whose fellow member, Truman Rickard, wrote the music of the song. Part of the words were written by the Minnesota poet, Arthur Upson, in whose memory a reading room in the University Library has been endowed. The whole was produced as a song in the class play of that class and won so much popularity that it was somewhat revised and rewritten and became the most popular song at the university.

"'Minnesota, Hail to Thee' is a good song because it came into popularity spontaneously and achieved acceptance on merit," said Mr. Pierce. "The same is true of the Little Brown Jug tradition in football. Efforts to create tradition are usually fruitless, but when a song, a trophy, or a custom catches on and appeals to its public, it can be a very important addition to morale. In using 'Minnesota, Hail to Thee' as a state song, two words will be changed. Where the college song goes, 'Hail to thee, our college dear,' the new version will be, 'Hail to thee, our state so dear.'"

Staff to Honor Mr., Mrs. Coffey At Special Dinner

An All-University "appreciation party" on behalf of the entire University of Minnesota "family" in recognition of the coming retirement of President Walter C. Coffey will be given for Mr. and Mrs. Coffey the evening of May 21. Preliminary plans were announced by James S. Lombard, who is chairman of a special subcommittee of the University Functions committee charged with preparation for the event, named by E. B. Pierce, functions chairman.

The principal detail of the party will be a dinner in the main ballroom of Coffman Memorial Union at 6:30 p. m. that day. Invitations will be sent to all members of the university faculty, staff and to regents and former regents. All who attend will have an opportunity to contribute not more than \$1 toward a gift for the Coffeys. Informal dress will be required.

Co-chairman with Mr. Lombard are Mrs. Ruth Lawrence, director of University Gallery, and Dean Anne Dudley Blitz. Toastmaster will be Dean Joseph W. Thomas of the senior division, Arts College.

President Coffey will retire on June 30 because of the age limit. He and Mrs. Coffey will remain in the university community, making their home at 2298 Folwell avenue, University Grove.

"This is in no sense a farewell party, but an appreciation and recognition of the fine service President and Mrs. Coffey have given to the university over so many years," Mr. Lombard said.

Chairman of subcommittees are: Physical arrangements, Rhodes Robertson and Ray Higgins; dinner, James Felber; table service, Eleanor Colle; invitations, Dean Clyde H. Bailey and E. B. Pierce, with Gertrude Koll, Wallace Blomquist and Marjorie Thurston; program, Vice-President Malcolm M. Willey and Dean Henry Schmitz; publicity, T. E. Steward and Geraldine Sohle; gifts, Harriet and Vetta Goldstein, T. F. Barnhart and Tremaine McDowell; music, Paul Oberg, Earl Killeen and Daniel C. Martino. A large committee will help with reception and seating.

'U' Will Have More Support After Next Year

Maintenance Provision for 1947 Set at \$4,825,000 by Legislature

MAYO FUNDS VOTED

Lawmakers Up Special Items But Hold Building in Narrow Limits

The University of Minnesota will have a maintenance appropriation of \$3,825,000 from the state, on which to operate for the first year of the "biennium" starting July 1, and for the year 1946-'47 will have a maintenance appropriation of \$4,825,000. Together with the funds appropriated for the first year the Legislature voted that the university retain certain balances that have accrued as the result of war training programs, deferred maintenance and reserves for salaries of faculty members who might return unexpectedly. These will supplement operating income during the first of the two years between legislative sessions.

While the appropriation for the second year is well above the \$3,890,000 the institution had from the state in each of the past two years, a material part of the increase will be earmarked to meet pay increases for non-academic employees which have been worked out following the survey by Public Administrative Service. The appropriation act requires that the new standards be met with the money appropriated. This was a foreseen circumstance but the fact that the amount appropriated even for the second year falls short by more than \$600,000 of the \$5,419,000 a year which the university requested leaves less than President W. C. Coffey and his aides had hoped for other university purposes.

No money for requested University of Minnesota buildings was appropriated. A lump building sum of \$5,000,000 was voted for use in meeting building needs of various state institutions. This will be allocated among institutions later on when raising of priorities makes building possible.

One university building seems assured as the result of the appropriation of \$750,000 as the state's share of the Mayo Memorial Program. This will leave \$1,250,000 to be raised through the campaign for contributions. The building, to be dedicated to the memory of Drs. William James and Charles Horace Mayo, will form a central structure of the University Hospital group. It will contain administrative offices, research facilities and the like, and will, in general, be the nerve center of the surrounding series of hospital buildings.

The lawmakers also agreed that the university might employ funds on hand to purchase whatever remains in private hands of the block immediately north of Pioneer Hall, comprising chiefly the "Minnesota College property," on which an addition to Pioneer hall to house 600 men will ultimately be erected.

Material increases were voted by the Legislature in a number of the so-called Special items, wherein money is earmarked for certain designated programs of service and research of statewide significance. Chief among these increases was the hiking of the state's share of the cost of caring for indigent patients in the Minnesota General Hospital (University of Minnesota Hospitals) from \$245,000 to \$310,000 per year. All types of medical supplies and medical services have increased in cost, as has the necessary equipment.

Next biggest hike in a special item was that for the work carried on by the Mines Experiment Station. Heretofore this work was provided for under two requests, one covering beneficiation of manganese-bearing and low-grade ore and one for "direct process beneficiation" of low-grade ore. These had been getting \$22,000 combined. The two items were and the total raised to \$50,000 a

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Early Americans Rejected Notion They Would Degenerate in New Land

In its last issue Minnesota Chats ran the first half of an address, "The Patriot and the Scholar" by Professor Merle Curti of the University of Wisconsin, which he delivered at the University of Minnesota under joint auspices of the local chapters of Phi Beta Kappa and Sigma Xi. Herewith is printed the remainder of Dr. Curti's interesting paper.

Conclusion of Paper Presented at Minnesota by Dr. Merle Curti of Wisconsin U

Closely associated with these ideas and likewise important in providing social cement by which America was made into a nation, was the concept of a unique and chosen people. From the time that the Reverend William Stoughton of Massachusetts Bay proclaimed in 1668 that God had lifted a whole nation to send choice seed to America, it was a common belief that the Americans were God's chosen people. Jefferson and Franklin indignantly repudiated the contention of Buffon and other distinguished European scientists, that the human species in an allegedly unfavorable American environment was inferior to the species in Europe. These patriotic and learned Americans ridiculed the notion that all things in the United States so degenerated that Americans would soon be little better than orangoutangs. One recalls the dinner party at Franklin's house in Paris. After the Americans had been twitted with this charge by the French savants, the witty scientist asked all alike, French and Americans, to stand up, shoulder to shoulder, to test the theory: of course the Americans had the edge on the Frenchmen! Americans, as if in defiance of European contentions, more and more vehemently asserted that they were a favorably selected people, unique and superior by virtue of their love of the liberty which presumably led them to our shores. As Freneau phrased it,

From Europe's proud, despotic shores
Hither the stranger takes his way
And, in our new-found world, explores

A happier soil, a milder sway.
It is true that from the middle of the eighteenth century to our own times the loyalty of more recent comers to America has often been questioned by the older stock. It is also true that religious, economic, and social prejudices sometimes operated in a discriminatory way against immigrants. But from the mid-eighteenth century, when Franklin inaugurated in Pennsylvania the first formal Americanization movement, to recent times, efforts have been made to accelerate the natural process of assimilation of newcomers into the predominant culture. These efforts had their limitations. Sometimes, especially during the First World War, the Americanization crusade provoked resentment on the part of the immigrants. But thanks to intermarriage, to general mobility, and to other factors, the gulf between the second generation of immigrant stock and old-time Americans became less marked and often unnoticeable. Despite the vigor of nativist sentiment, especially at certain periods, the idea took shape that the heterogeneous backgrounds of the peoples making up America served to create that which was most distinctive about them. Certainly the loyalty of the newcomers by and large has been well attested. The evidence also suggests that the Negroes, enslaved, and discriminated against after emancipation, have regarded America as their home, have loved it for what it might become to them, have willingly made sacrifices for it when called on to do so, and have asked, in the name of patriotism, for the rights which other Americans enjoy.

Thus there developed a pattern of patriotic feeling and thought which was widely disseminated through an expanding press, a growing educational system, and the newer agencies of communication. This pattern of thought and feeling has not been equally dominant at all periods in our history and in all sections. In times of profound economic dislocation it has been weakened though never extinguished. It was widely held in the South down to about 1830, and even after that many Southerners expressed it in words very much like those current in other parts of the country.

The Southern Attitude
It is significant that as national sentiment waned in the South in the decades preceding Fort Sumter, the nationalists of "the South

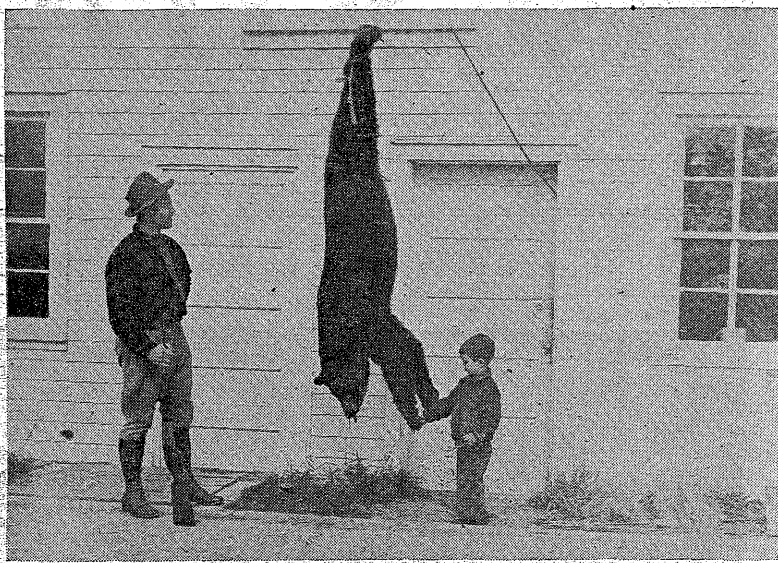
for the South" type adapted the old national pattern of patriotism to the South. They now maintained that Dixie had its distinctive past, its unified terrain, its unique mission, its particularized people, its peculiar institutions. Reconstruction accentuated loyalty to Southern traditions and to Confederate memories. Despite the successes of the movement for the reconciliation of North and South, many Southerners continued to take great pride in and express much devotion and loyalty to their own region. Notwithstanding all the variations in the intensity of the patriotic pattern of thought we have outlined, it has enjoyed a remarkable career. It has been very important in helping to unify the country. In this career scholars have played an important part both in the formulation and in the dissemination of ideas.

But this is not the whole story. The concept of patriotism has also been used by various groups to rationalize or justify their own interests by identifying these with the national good. This has been a highly important, though generally overlooked, role of patriotism in American life. In some instances this process has operated in a fully conscious fashion. But more often, because of man's natural tendency to conceal even from himself many of his motives, it has operated on a more or less unconscious level. It would be easy to illustrate, if there were time, the ways in which every major interest group has naively or designedly attempted to win support for its position among neutral groups by identifying itself with the larger good. This was true of the merchants, bankers, and landed interests that favored the adoption of the Constitution, that put down Shays' rebellion, that advocated central banking institutions, tariffs, internal improvements, and subsidies for a merchant marine. It was especially evident in the early labor conspiracy cases in which the employers attempted to show that the organization of workers for higher wages and shorter hours was un-American, unpatriotic.

This sort of rationalization was also illustrated in the labor conflicts after the Civil War. Capitalists attempted to stigmatize as unpatriotic not only the specific demands of labor but the monetary program of Greenbackers and Populists. Spokesmen for wealth denounced as un-American the insistence of agrarians and consumers that the power of the state be used to curb monopoly and to protect the underdog against the activities of the rich. We can all remember the denunciations of the New Deal on the score that it represented imported foreign ideologies, that it was un-American and unpatriotic, that it undermined true devotion and loyalty to America.

Identification with Patriotism
Less privileged groups too have insisted that their interests were identical with patriotism. The debtor farmers who followed Daniel Shays maintained that they were fighting merely for the Revolutionary principles for which they had a few years before risked their lives. In the early labor conspiracy cases the defenders of the striking cordwainers argued that their clients were simply contending, in the most patriotic fashion, for the basic rights of Americans—that men were loyal to America because it provided them with elementary rights and decencies, which could not justly be taken from them. Occasional spokesmen for the less advantaged classes, for example Abraham Bishop and Seth Luther, roundly declared that national honor, national prosperity, and patriotism itself were delusive devices by which the well-to-do sought to cloak their selfishness by making the worse appear the better. The main tendency in liberal and radical thought, however, was represented by those who identified their conception of human rights—their claims for the right to pursue happiness—with devotion to America, to its fundamental values and principles. Henry George, Edward Bellamy, Eugene Debs and many other radicals represent this emphasis. Thus patriotism became an instrument in the clash of ideas and interests, a factor in class tensions and in the struggles for a greater meas-

Bear, Hostile to 'U,' Slain



ure of security and well-being for the masses of people.

The Role of the Scholar

We may well pause to consider the role of the scholar in these great struggles. Only the broadest outlines can be even suggested, for little research on the subject has been done. On many occasions scholars, like other men, have sought to advance the interests and values to which they were devoted by identifying these with the public good. More often than not, certainly, their utterances have tended to discourage the struggles of the masses by providing, explicitly or implicitly, sanctions for the status quo. One example must suffice. In the fifties Caleb Henry, philosopher and scholar, pled for a highly specialized learned class and attacked the idea that scholars have any immediate or direct responsibility to the populace. A priesthood of creative scholars, he argued, might in part offset the superficial knowledge encompassed in such epitomes for the people as "Familiar Elements" of this, that, and the other; such a group of erudites might even counterbalance the materialistic tendencies inherent in the rise to prominence of the degraded, the poor, and the ignorant.

This philosopher did not stand alone. Our present knowledge lends support to the indictment which Wendell Phillips made in his Phi Beta Kappa address at Harvard in 1884. On that notable occasion the champion of the slave, the freedman, the working man, and of the "weaker" sex, denounced American scholars for having, on the whole, supported social injustice and the violation of human rights either openly or, by their silence, indirectly. It is a pity that Wendell Phillips could not have lived long enough to encourage and applaud the rising group of intellectuals who valiantly and with considerable success insisted that knowledge be used, not for commercial profit alone, not for prestige and power alone, but for the well-being and happiness of mankind, in short, for the true advancement of civilization. This story, which I hope some day to be able to tell, promises to be one of the most exciting and significant stories in the history of American scholarship.

The various roles which patriotism has played in American life in the last three or four generations differ both in emphasis and in kind from those played in the antebellum era. In the North the Civil War was followed by the rapid integration of national economy and the less swift, but still striking, integration of national culture. A nationalistic fervor functional to this process found expression in systematic writings on nationalism. The new pattern was anticipated, shortly before the Civil War, in a Phi Beta Kappa address at Wesleyan University. The orator, Daniel D. Whedon, developed an organic conception of nationalism in the paper which bore the significant title, "The Man-Republic." In the post-war years this idea found full expression. Such able scholars as the German-American political scientist, Francis Lieber, the Episcopalian clergyman, Elisha Mulford, the erudite legal authority, John C. Hurd, and, above all, the prominent authority on education, William T. Harris, developed a theory of integral nationalism closely related to Hegelian philosophy. They maintained, in contrast with the earlier humanitarian liberals, that the individual could realize his potentialities and destiny only in and through a powerful, integrated nation. They did not altogether repudiate the traditional doctrine of the higher law—the concept

Hot on the trail of sensational news, Minnesota Chats sent swift, three cent postal couriers to Grand Rapids, Minnesota, to learn about the attack on the North Central School and Agricultural Experiment Station by a bear, no less.

The following information came back promptly from Donald L. Dailey, superintendent:

"In reply to your request for information regarding the trouble we have had at this Experiment Station with bears bothering the livestock. The enclosed snapshot pictures one of these animals killed on this Station last fall. This bear killed 12 of our Purebred sheep before we were successful in killing him. This is the second year that we have had losses of this kind to these animals. In the fall of 1943 we lost 13. The loss that year was not as heavy as last, however, since most of the animals were Crossbred lambs and much of the experimental data had been collected on them. We did, however, that year lose three excellent Purebred ewes. The loss last fall was entirely Purebred stock of considerable value. As it happened, most of the ewes were right from the top of our flock. The sale value would be approximately \$500. Their experimental value, however, can not be estimated since it involved eight years of record keeping on a very important record of performance project.

"This is the second bear that has been killed on the Station within the past four years. The other one, however, we were fortunate enough to kill before any damage was caused. We chanced to see him as he entered the sheep pasture and he was killed on circumstantial evidence. Both of the bears were killed within 200 yards of the Station buildings and within a mile of the city limits of Grand Rapids.

"The particular bear pictured was a male weighing 300 lbs. The small boy examining the bear's claws is our 4-year-old son, Dennis. The bear was dressed out and the Station staff and employees enjoyed a "Bearbecue." We had bear steak, roast bear, bearburgers, and bear in mulligan. It was estimated that the animal was about 3 years old.

"After shooting this animal two others were seen within a mile and a half of the Station and until they are disposed of we will not rest easy as far as our sheep flock is concerned. Our losses at this Station are not uncommon to others raising sheep. Losses from these animals have been increasing each year."

that the individual's loyalty to the national government is secondary to his loyalty to the law of nature and of God, to an absolute moral right. Yet the new tendency was to identify that higher law with the authority of the government and the economic and social status quo.

It was in such a context that a new emphasis in patriotic thought took shape. Veterans of the Civil War regarded themselves as the special custodians of patriotism. They sanctified the cause of the nation for which they had fought with the death symbolism of their departed comrades. They stoutly maintained that veterans should "vote as they had shot." True patriotism, to them, was actually that particular version most congenial to their class affiliations and interests, although often they did not identify the two on the conscious level. New patriotic societies, devoted not only to the perpetuation of past national memories, but to the maintenance of the status quo, attempted to dictate their versions of patriotism to legislators, historians, and teachers. In some instances there

Seek to Save State Heirlooms

A professor at the University of Minnesota has been made chairman of a new committee of the Minnesota Historical society charged with the preservation of historic buildings. He is Laurence E. Schmeckebier, head of the department of fine arts, and it will be his job, together with his co-workers, to identify buildings of actual historic and esthetic value and to work toward finding means for their preservation. Professor Schmeckebier says that there is no established policy for the preservation of historic monuments in Minnesota at the present time. What has been done was largely the personal achievement of individuals or groups, with public support in some cases. In certain instances a home or building is still owned and occupied by descendants of the original owner, an example being the Pond home, built at Bloomington in 1855 and still occupied by a granddaughter. Other relics are public buildings preserved and still devoted to their original purpose, such as the Taylors Falls Public Library, built in 1853, and Our Lady of Lourdes church in Minneapolis, 1858. Some historic buildings, he reminds us, have been made museums or devoted to some such public use, example being the old Godfrey House in Minneapolis, owned by the Park board and occupied by the Hennepin County Historical society. The Sibley house in Mendota, operated by the Daughters of the American Revolution, is another of this type. Industry, also, has preserved certain historic buildings, either for use or as a museum. The Pillsbury "A" mill is one of these. In northern Minnesota certain old logging and mining structures come under the same head. To expand this type of preservation the committee will conduct an educational campaign directed not only at the public but at business interests and various state and local government units that could exercise influence and in some instances provide funds.

was, in truth, no need for any outside pressure. In this general frame of thought there was less emphasis on the traditional American idea that the state and nation exist for the good of the individual. There was less tendency to distinguish between the government and the nation, less tendency to differentiate between loyalty to the one and the other—at least when one's own group controlled the machinery of state.

World War Hysterias

This outlook became especially marked during the First World War. Many of us readily recall the hysteria that seized countless Americans. They tried, by steam-roller processes, by "drives" in the name of patriotism against organized labor and so-called "reds," to crystallize the social and economic standing order. The heyday of this tendency came in the half-dozen years after the armistice—the years of the Lusk Laws, of the Ku Klux Klan, of Mrs. Dillinger's "Red network," of the professional patriotic organizations so adept in their pressure on schools and the writers of history textbooks.

Yet the older, humanitarian, and liberal aspects of American patriotism were not altogether brushed aside in the era between the Civil War and World War I. No one celebrated these so movingly and beautifully as Walt Whitman did in the poem which he read before the honorary societies at the Dartmouth commencement in 1872—"As a Strong Bird on Pinions Free":

Sail—sail thy zest, ship of Democracy!
Of value is thy freight—'tis not the Present only,
The Past is also stored in thee!
Thou holdest not the venture of thyself alone—not of thy western continent alone;
Earth's resume entire floats on thy keel, O ship—is steadied by thy spars;
With thee Time voyages in trust—the antedecent nations sink or swim with thee.

The identification of love of America with love of justice and of human rights which marked Whitman's great poem found many other expressions. Disadvantaged groups continued to identify their interests with the American conception of opportunities for everyone. Eminent Catholic leaders such as Bishop Spalding and Cardinal Gibbons warned their fellow-countrymen of the dangers implicit in elevating the state and loyalty to it above religious and spiritual values.

Fraser Praises Late President

Continued from page 1, column 1
brutal, inhuman and thoroughly impractical method of settling the differences between governments.

"We must go on to do all in our power to conquer the doubts and the fears, the ignorance and the greed, which made this horror possible."

"Today we are faced with the pre-eminent fact that, if civilization is to survive, we must cultivate the science of human relationships—the ability of all peoples, of all kinds, to live together and work together, in the same world, at peace."

"Today as we move against the terrible scourge of war—as we go forward toward the greatest contribution of lasting peace, I ask you to keep up your faith."

"I measure the sound, solid achievement that can be made at this time by the straight-edge of your own confidence and your resolve. And to all Americans who dedicate themselves with us to the making of an abiding peace, I say: 'The only limit to our realization of tomorrow will be our doubts of today. Let us move forward with strong and active faith.'"

This was not intended to be his final message to us, but such it has become. For the rest we must look to his life and his works. What do they teach us?

His love encompassed humanity. It extended to all people great and small, of all races and of all colors. He walked with kings but never lost the common touch. The Good Neighbor policy was natural to him. He was a good neighbor to those who were near him as well as to nations abroad. He sought the answer to the indictments of Hood's Song of the Shirt and Markham's Man with the Hoe. He loved peace and took unprecedented steps to preserve it. But he loved humanity and liberty even more.

He was master of his own will. He was born to wealth, but it did not enervate him. We admire those who, spurred on by necessity, achieve great things; but more admirable in my mind is he who withstands the temptations of luxury and devotes himself to high endeavor. A crippling illness only increased his high resolution. He was master of his fate and captain of his soul. His courage was indomitable.

I do not speak of his specific achievements—they are known by all—but only of some of those qualities from which they sprang.

And if we could speak to him once more before he laid down his great office, what would we say to him? We would say, would we not, "We will carry on the work you have left for us; we will finish this war; we will build the structure which you planned where peace may abide. We will esteem men for their individual worth without prejudice of race or color. We will try to understand the problems of other men and of other nations, and to be considerate towards them. We will strive to make the four freedoms—freedom of speech, freedom of worship, freedom from fear, and freedom from want—realities throughout the world."

And we would add, would we not, "For all that you have been, for all that you have done, for the renewed belief you have given us in the dignity of man, and for the strengthened faith in the destiny of man—we thank you, Mr. President."

In beginning I said we are here today to pay tribute to our late President. But I did not say a "LAST" tribute. We shall, shall we not, continue to pay tribute to him so long as life shall last by carrying on the work he has so well begun, and by teaching our children to carry on after us.

"So when a great man dies, For years beyond our ken, The light he leaves behind him lies Upon the paths of men."

Quite a Job, Perhaps?

Credited to Ray Lyman Wilbur, president of Leland Stanford university, is the remark, "Changing a curriculum is like trying to move a cemetery."

B. F. Skinner, associate professor of psychology, University of Minnesota, has been appointed professor of psychology and chairman of the department, Indiana University, effective September 1.

Dr. Malcolm M. Willey, vice-president of the University of Minnesota, was the speaker at the graduation exercises of the West Central School of Agriculture. "The Importance of Having a Hero," will be his subject.

Capt. Huchthausen Killed in Action

Word that Capt. Walter J. Huchthausen AUS, assistant professor of architecture in the University of Minnesota, has been killed in Germany was received Friday by members of the faculty of architecture. Capt. Huchthausen lost his life April 2. He was in a special services division assigned to the recognition of buildings of special architectural merit. Capt. Huchthausen, a Minnesota graduate, had been on the faculty since 1939. He also was a graduate of the Harvard School of Architecture and had traveled abroad on fellowships. Before coming to Minnesota he was director of design in the school of the Boston Museum of Fine Art. At Minnesota he taught design.

Legislature Votes Funds

Continued from page 1, column 5
year. Other increases in special items were: Crop breeding and testing, to \$20,000 from \$10,000; Livestock Sanitary Board laboratory, to \$30,000 from \$27,000; Medical Research, to \$45,000 from \$40,000; Dairy Manufacture, to \$10,000 from \$7,000; Support of the Psychiatric unit, University hospitals, to \$90,000 from \$70,000; Mastitis Control, to \$10,000 from \$5,000; Minnesota Institute of Research, to \$15,000 from \$10,000. A new item of \$20,000 a year was included for Home Demonstration and 4-H Club work.

Concerning the Mayo Memorial, Dr. Harold S. Diehl, dean of medical sciences, pointed out that the 1943 Minnesota legislature by concurrent resolution of both houses created the Committee of Founders of the Mayo Memorial and charged it with the task of planning and bringing into being a suitable memorial to the Mayo brothers. He described the 12-story building that will be erected on the medical campus of the University of Minnesota. It will contain a memorial auditorium, research laboratories, conference rooms and offices for the clinical departments and the department of pathology, the operating rooms and major laboratories of the University Hospitals, and the administrative offices of the Medical School, the School of Nursing, the University Hospitals and the department of post graduate medical education.

"The university has long needed such a building to provide essential and well coordinated physical facilities for the medical school," Dr. Diehl said. "Minnesota has one of the outstanding faculties in the country. Its members have made many important contributions to surgery, physical medicine, pediatrics and other scientific fields. Buildings do not make great universities, but modern buildings, well equipped, do help great men do great work."

"By assembling under one roof the various departmental research laboratories, with ready access to classrooms, hospitals, the School of Public Health and the Medical School administration, the Mayo Memorial will create in fact a great medical center where research, the training of doctors, and the treatment of patients will go forward hand in hand every minute of the day, thus carrying on through many generations the work advanced by the Mayos."

Dr. Diehl emphasized the great help the memorial will be in providing ample facilities for refresher courses for the thousands of doctors who will be returning to private practice from army and navy service.

The Legislature also voted \$200,000 for a structure to house experimental work for the Highway Department long conducted on the campus under direction of Prof. F. C. Lang.

\$46,000,000 for Retirement

The Carnegie Foundation for the Advancement of Teaching since 1905 has disbursed more than \$46,318,527 for 3,811 retiring allowances and widows pensions, of which 196 recipients lived in the Dominion of Canada, 266 in California, 594 in Massachusetts, 128 in Michigan, and 654 in New York State. Allowances or pensions have been paid in 41 states of the Union and in eight Canadian provinces and colonies.

Of these disbursements, Harvard University has received more than \$3,620,460, Columbia University \$3,417,892, Yale University \$2,635,770, Cornell University \$2,087,700, the University of Michigan \$1,611,690, and the University of California \$1,398,008.

John Rood Shows Work at Institute



*Artist in residence and "Race" in walnut

Navy Training Chief Praises College Program

Commissioning of 50,000 naval officers, from the navy college training program, six times the number of officers the navy had at outbreak of war, is what has made possible the navy's remarkable performance, deans of the University of Minnesota were told the other day by Captain Arthur S. Adams, USN, who has had direction of the program under the chief of the navy's bureau of personnel.

"A distinct, real and effective contribution to the war program" was his description of college V-12 and NROTC officer training programs.

Captain Adams, visiting major campuses where there are Naval ROTC programs, told the Minnesota deans that plans for ending V-12 on July 1 and transferring all V-12 students not then at institutions with NROTC installations that would be required can not be arranged rapidly enough.

Emphasizing, however, the extreme importance attached by the navy to carrying out its commitments, expressed or implied, he said that as of July 1, men who are then entering the fourth or fifth semester of college navy training will be transferred to campuses where there is an NROTC, while men then entering their third semester will have naval science and tactics added to their courses in V-12 at the college where they are studying. At Minnesota, for example, this will mean transfer to the campus of some fourth and fifth term men from colleges having V-12 but not NROTC.

The new arrangement will ultimately enable most of the men to attend college in semesters identical with those of other undergraduates. Capt. Adams said, because it will no longer be necessary to mesh their periods of training with terms at midshipmen's schools. Exceptions will be pre-medical students and some upper class engineering students.

Columbia Man Judd Lecturer

The twelfth annual E. Starr Judd lecture on surgery in the University of Minnesota Medical School was delivered April-10 by Dr. Allen O. Whipple, professor of surgery in Columbia University. Funds for the annual lecture were donated to the university by the late Dr. E. Starr Judd, Minnesota graduate and the first man added to their surgical staff by the late Drs. W. J. and C. H. Mayo when their practice began to expand beyond the point where they could do all operating themselves. Dr. Judd died while still in his prime from pneumonia contracted while on his way east to visit his daughter in college. "The problem of portal hypertension in relation to hemato-splenopathies" was the subject of Dr. Whipple's address.

AAUP Favors Peace Training In Close Vote

Those Voting Ask a Representative Commission to Study Means for Military Preparation

Members of the University of Minnesota chapter, American Association of University Professors, favor by a narrow margin "the establishment as a peacetime policy of some form of universal military training for physically qualified men"; believe, by a slightly wider margin that the peacetime training policy should be decided on after the war and favor overwhelmingly creation by congress of a national commission, representing all principal interests, including education, labor and religion, to study the postwar policy of defense and training.

The votes on the three as described above were 35 to 29, 39 to 27 and 58 to 6. In each instance a small number, never more than 5, expressed uncertainty. Seventy two replies were received from 235 questionnaires mailed, about a 30 percent vote according to William Randell, chapter secretary.

Nearly half of the total thought that the type of training should include, along with basic work, specialist military training, maneuvers and field exercises, some non-military training, such as vocational training or general education. Only 10 voted for "basic or recruit military training only." A large majority voted that the training should be given by armed forces in cooperation with civilian education rather than by the armed forces alone.

Half of the group believed no physically qualified men should be exempted. With duplications, 13 would exempt conscientious objectors; 15, persons certified to pursue pre-ministerial and ministerial studies; 21, pre-medical and medical; also pre-dental and dental students, and 20, certain students in scientific and technical subjects, such as chemistry, engineering and physics.

As to when training should begin, the group divided almost equally, 25-30, between completion of secondary school (or 18th birthday) and at the person's own option at any age chosen between the 17th and 23rd birthdays.

Among those who expressed universal peacetime training, with themselves against compulsory, duplications, 23 favored a professional standing army and navy; 14 wanted additional federal service academies; 31 favored establishment of a research program in 24 would establish plans for rapid the science and technology of war; industrial conversion to wartime needs; 12 favored expansion of such units as the National Guard; two would extend cadet training in secondary schools; 21 would increase emphasis on health and physical training in schools and colleges and 27 preferred to universal training the development of international cooperation looking toward limitation of armaments and establishment of an international police force.

Name Scholarship For Mrs. Coffman

Regents of the University of Minnesota have been informed by the Faculty Women's club that it is providing a \$200 annual scholarship in the name of Mary Farrell Coffman. Mrs. Coffman is the widow of Minnesota's late president, Lotus Delta Coffman, who died in the autumn of 1938. It is provided that the scholarship "will be awarded to any student or students, man or woman, on the basis of scholarship and need, upon the nomination of the University scholarship committee, for approval by the Faculty Women's club scholarship committee." Announcement of the plan was made as a surprise to Mrs. Coffman at a luncheon for her in Coffman Memorial Union. Mrs. Coffman resides at 735 Huron street S. E.

Describes Opera Production

"Stage directing grand opera" was the convocation topic at the University of Minnesota April 26, when Dr. Herbert Graf, stage director of the New York and San Francisco opera companies, was the speaker. Dr. Graf reached Minneapolis with the Metropolitan Opera Company. He spoke at 12 noon rather than the usual 11:30 hour because the stage was under contract to the opera company and this use of it had to be made during the noon hour.

Nations Must Learn Cooperation by Experience

Continued from page 1, column 3
numbers seeking aid and a distressing lack of public understanding, he was among the few who never lost sight of the personal dignity of the individual relief client. Plans had to be laid and procedures devised for the distribution of relief to hundreds and thousands but each had to meet the test of its impact upon the dignity of the individual client.

And it was Bill Hodson among professional social workers who demonstrated the ability to mould the rigid disciplines of the profession he mastered so well when the emergence of the social insurances in the late thirties necessitated a rethinking through of traditional concepts of social work and its practices.

But there was still another trait which Bill Hodson possessed which accounted, I believe, for the success he attained. It was the trait of effective and dignified compromise. He possessed the ability of getting along with folks, of attaining his ends through the reconciliation of conflicting views; an ability so essential to the effective administration of a developing public service.

In December, 1942, Bill Hodson asked me to go with him to North Africa. He was to launch the first relief effort for the victims of war, those whose lands had been fought over in North Africa. I dreaded the necessity of saying No but I had already accepted an invitation to go to Mexico to assist with the establishment of a social security program. Bill Hodson left the following month never to return. And with him went in some small measure the safety, and happiness, and even lives of some men, women and children in the occupied lands who never heard of Bill Hodson but who would have received relief more surely and more promptly had he lived to play his part in the organization which followed.

UNRRA—the United Nations Relief and Rehabilitation Administration, as this organization is named, was born in the East Room of the White House on November 9, 1943, with all the odds in its favor. Representatives of forty-four of the United Nations formally agreed to cooperate in bringing relief to the allied countries that had been ravaged by war. Large plans were laid but now—seventeen months later—large doubts have arisen. Most of the occupied lands in Europe have been liberated—France, Belgium, the Netherlands, Greece, Poland and Yugoslavia each is wholly or substantially rid of the Nazis. In each country there is human suffering—hunger, disease and cold. And in London, Cairo, Washington and Sydney the question is being asked: When and what will UNRRA do about it?

The Immediate Cause

The spotlight of current criticism is shed on UNRRA by the gross inadequacy of relief in the liberated areas since the Germans left. For this UNRRA has had and could have had no responsibility. The Inter-Allied Committee on Post War Requirements, made up of representatives of all European Allied Governments and the United States labored earnestly from September, 1941, estimating the minimum of "foodstuffs, raw materials and articles of prime necessity" needed in each European country in the six months immediately following liberation. The liberating military authorities, however, never accepted responsibility for providing supplies to cover these minimum needs. Rather they scaled the estimates of food and other imports for areas to be liberated down to a standard calculated to be sufficient "to prevent disease and unrest."

But supplies sufficient "to prevent disease and unrest" have not been provided. Take France, for example. During the six months following liberation 262,150 tons of food, clothing, medical supplies and petroleum were shipped in. This represented less than one-fifth of the supplies estimated to be necessary "to prevent disease and unrest." The need was no less than had been anticipated. But ships were lacking to bring supplies both for the armies and the civilian population. And hence, the civilians in Normandy suffered acutely and once glamorous Paris became a city of undernourishment, and unheated houses.

In short, the Allied leaders decided last autumn that the greatest aid to the liberated peoples could be achieved by knocking out Germany finally, completely and immediately. Hence the decision to give the bulk of all available supplies to the Armies. Civilians in France, Belgium, the Netherlands

and Greece were allotted only the bare minimum to keep down disorder. If the war in Europe had ended in sixty days this decision would have been justified; as the war continued people have been starving on hopes. People suffered more than before their liberators came, governments fell, and the eager joy with which the liberators were met turned into disappointment, and perhaps hate.

In Wake of the Armies

UNRRA, it has been said, "will follow in the wake of the armies." How far behind the armies, however, is only now being made clear. The liberated peoples have heard of UNRRA. They accept its creation as a promise. But as the liberating armies pass through their lands they have so far looked in vain for UNRRA.

It was, of course, essential that UNRRA and the Anglo-American military authorities agree when and how UNRRA should assume responsibility for civilian relief and rehabilitation in each liberated area. UNRRA could not take over while combat continued. Nor should the military authorities continue in charge of civilian relief indefinitely after the front had been pushed forward.

The Combined Chiefs of Staff, hence, agreed that: (1) The combined military authorities are responsible for procuring necessary supplies for civilian relief during the military relief period; (2) For planning purposes, the duration of military relief is assumed to be six months; if UNRRA has been requested to provide relief before six months have passed, supplies procured by the military for civilian use shall be turned over to UNRRA; if more than six months elapses, supplies procured by UNRRA for that area will be turned over to the military.

UNRRA, by these arrangements, clearly is held off at arm's length. The military authorities have simply claimed full responsibility for relief to the civilian population for as long as they deem necessary. The psychological moment for UNRRA's aid in any country is immediately after liberation. If UNRRA was organized by the United Nations to do the emergency job of civilian relief, the time for its doing is not months after liberation when a country, largely on its own initiative, has coped somehow with its problems. The largess of the military may satisfy the hunger and suffering of the freed peoples, although to date they have not succeeded in this; military government and the distribution of relief by soldiers does not offer the contrast which the people of these liberated areas lived to expect from the new international institution.

A year ago UNRRA sought to overcome this handicapping late start. Director General Lehman negotiated an agreement with General Sir Henry Maitland Wilson in April 1944, when he commanded Anglo-American forces in the Mediterranean Theater. UNRRA was to enter an area immediately after liberation as the agent of the military forces. It was to perform, under the direction of the military command, such civilian relief tasks as were mutually agreeable. Thus UNRRA's forces were to be utilized earlier, and responsibility could be transferred more readily to an experienced staff as soon as the military authorities found transfer feasible.

Six months passed before the Combined Chiefs of Staff approved this agreement negotiated by one of its field commanders. Then when UNRRA's staff entered Greece under the terms of this agreement it was so subordinated to the British military forces as to make this impartial international institution appear as the handmaiden of the British government.

In Liberated Areas

UNRRA has been held at arm's length as well by the governments of the liberated areas themselves. France, Belgium, the Netherlands, and Norway announced that they would not require UNRRA's assistance. Marshall Tito, for Yugoslavia, and the erstwhile Lublin Committee, for Poland, protracted for months their consideration of what aid, if any, they would expect UNRRA to provide—and the conditions under which they would permit it to be given! Morally and legally this decision was not only their right but also to their lasting credit—if in the meanwhile their citizens did not suffer. Yet the average man in the street in the United States could not make

Early Americans Were Confident Lecturer States

Continued from page 2, column 5

ues. Pacifists, internationalists, and anti-imperialists kept alive the slogan of William Lloyd Garrison, "the world is my country, mankind my countrymen." At the Phi Beta Kappa celebration at Yale in 1901, the speaker, William Everett, denounced the effort to identify imperialism with patriotism. "Brethren," he exclaimed, "even as Athens began by patriotism and passed into tyranny, then into ruin, so shall every nation bow who interprets patriotism to mean that it is the only nation in the world, and that every other that stands in the way of what it chooses to call destiny, must be crushed."

Authoritarianism Rejected

Serious criticisms of the so-called unthinking type of patriotism represented by flag-rituals and loyalty oaths and pledges of allegiance also emanated from thoughtful scholars. The idea that it was possible to instill loyalty and devotion to country by an

sense of the successive announcements that each of these countries would not need UNRRA's aid. Was there no need for this international relief agency? Or had the collaborating governments abandoned their own creation?

The first resolution adopted by the representatives of the forty-four collaborating nations who make up the UNRRA Council explains that operations shall be undertaken "only after consultation with, and with the consent of, the government or authority (military or civil) which exercises administrative authority in the area." Practically, hence, UNRRA cannot provide aid in any country unless the government of that country requests assistance. Remember that UNRRA, as an international institution, is the creature of these recipient governments, as well as of the richer contributing nations—the United States, Great Britain, Australia, Brazil and Canada.

U. S. the Main Source

Mr. Corson then went on to point out that while a number of nations have voted large sums for relief through UNRRA, in the last analysis most of the food, shoes, blankets and the like will have to be provided by the United States, and that in this country, already encountering shortages, opposition to further sacrifices for that purpose has already developed in the senate.

He also enumerated, country by country, difficulties the organization has encountered overseas, such as the reluctance of Russia, still manifested, to provide visas for UNRRA workers to enter Poland, fear of the Tito government in Yugoslavia that it would be weakening its own control if it admitted allied missions, and in Greece, the policy of the British commanders, which gave the impression that UNRRA was just another part of the British war effort, he said.

"Public opinion is heartily in favor of international collaboration in the relief of war-caused distress," he said by way of conclusion. "Politicians view with one another in applauding the promises from Teheran and Yalta that the United Nations will work together; remember, the isolationists were eliminated in 1944. But international collaboration no matter how worthy its objective—and the peace of the world is the main objective—can not be attained by popular hopes or politicians' speeches. It must be hammered out in the day-to-day performance of international institutions such as UNRRA and in their relations, not with nations but with the bureaus and bureaucrats of their governments. These bureaucrats—in brass hats or in Homburgs—have unpopular choices to make if they are to translate the promises of a secure world through international collaboration in relief, in finance, in agriculture and in the maintenance of order, into reality. They must also overcome natural enough jealousy of new institutions, which they are prone to distrust, or at least to consider less efficient than their own, older national institutions. All this, you may say, is beneath the level of international collaboration. But it is the forge on which international collaboration is or is not hammered out."

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authoritarian, unthinking type of indoctrination was rejected. John Dewey and his disciples held that children must learn to love their country by learning, in their immediate neighborhood, the meaning of self-sacrifice for the good of the community. The highest patriotism was held to be more than mere blind devotion to country, and to involve critical examination of the country's weakness and strength. The new spirit had been anticipated by James Russell Lowell in a poem addressed to the scholarly civil service reformer, George William Curtis:

I loved my country so as only they
Who love a Mother fit to die for may;
I loved her old renown, her
stainless fame,
What better proof than that I
loathed her shame?

The liberal-humanitarian conception of patriotism included a thoughtful consideration of the values in civilization of other lands and peoples. The emphasis was not, these Americans insisted, to be that of Stephen Decatur, "Our country right or wrong." It was to be rather that of Carl Schurz, "Our country, when right, to be kept right, when wrong, to be put right." Patriotism in the minds of this whole group was to put less emphasis on military glory and past achievements and more upon civic-mindedness and devotion to new social goals. It involved not only the maxim of Horace, "dulce est pro patria mori": it involved no less, readiness to give up one's wealth for one's country, if that were necessary for its good. The latter concept of patriotism we have been slow to learn.

In the 1920's the first objective studies of patriotism began to appear. Thorstein Veblen contended that the most general function of patriotism had come to be that of keeping together a culture which no longer had widespread diffusion of economic goods. This idea received pointed support in limited academic circles. Earl Hunter demonstrated that devotion and loyalty to the nation as such is of far less frequent occurrence than devotion and loyalty to specific functions of the state in particular situations—a conclusion anathema to one-hundred percenters. The debunkers seemed to give additional weight to all this in biographies of national heroes which took them down from the pedestal and revealed them in all their human limitations and weaknesses. Schools and colleges responded in some measure to these tendencies, and even more to the internationalism which integral nationalists and professional patriots condemned.

We come to the threshold of yesterday. The profound depression that began in 1929 made many common people wonder about devotion to a country which seemed unable to provide food and homes for countless thousands. Totalitarianism flourished abroad and enlisted its American admirers. Hitler and other fascist leaders believed that American patriotism had sunk to such a low level that the United States could never withstand the onslaught of a fascist foe. Widespread confusion regarding American values seemed in many American minds to lend support to this contention.

As the crisis deepened men began to reinterpret American patriotism. Some reacted strongly against the pacifistic teachings in the schools, against the self-critical note, against the tendency to point out American weaknesses. They demanded a new, a more "constructive" type of American patriotism capable of evoking from Americans as intense a loyalty as Hitlerism kindled in Germans.

The Present Phase

Then came Pearl Harbor. For the moment the catastrophe dazed the American people. But it united them, too. It was presently clear that American patriotism was in no sense in the feeble state of health that Hitler had supposed and that many Americans had

Faculty Wife Writes Thriller

Ruth Sawtell Wallis, who in her domestic or non-literary aspect is Mrs. Wilson D. Wallis, head of the department of anthropology, University of Minnesota, has turned out a third in her interesting and readable series of "Whodunnits," this time a story entitled "Blood from a Stone" (Dodd Mead).

Herself a trained anthropologist some of whose discoveries are represented by materials in the Paris Museum of Natural History, Mrs. Wallis finds easy going with her theme of excavation for prehistoric bones in a cave near the Pyrenees, and weaves a tale of which one can truthfully use the old cliché, "hard to lay it down."

Throughout the book her literary style easily surpasses most of the writing done on mystery themes and suggests that it would be no very long leap for this author to do what might be called "legitimate" novels as well as works of the sort with which she has started. Her writing suggests familiarity with good French style as well as old French bones. Excellent light reading.

feared. As in the early phases of all our past wars, so now, a striking unanimity of sentiment characterized America. The old flag-raising and shouting type of patriotism did not, it is true, put in an appearance. It is also true that after the early months of the war the basic cleavages in American life were again obvious. Fifth column activities were reported in the press. The black market was a fact. Workers contended that capital was putting profits before the nation's welfare. Management contended that labor was putting its interests ahead of patriotism, yet the test of loyalty to America left no doubt as to the strength of patriotism. There was also much evidence that the men in the armed forces, whose chief idea seemed to be that they were doing a necessary job, believed at the same time that the country was worth dying for.

From these bare outlines of the story of American patriotism what can we, as teachers and scholars, learn? Can we learn anything that will be useful to us in meeting an obligation to further the growth of enlightened patriotism in our country? Will it help to point out the various purposes to which patriotism, or what has passed for patriotism, has been put in economic and social tensions and struggles? How, if at all, should we take into account the part that scholars in the past have played in formulating and popularizing ideas of patriotism? Are we prepared to deal honestly and courageously with patriotism, whether, once the fighting stops, it appears in its integral, authoritarian, one-hundred percent form, or whether it presents itself as a humane, reflective, and world-oriented patriotism?

In any case, we can take inspiration from the advice given to scholars by Emerson, the greatest Phi Beta Kappa orator we have had, or are likely to have:

United States! the ages plead,
Present and Past in undersong;
Go put your creed into your deed,
Nor speak with double tongue.

For sea and land don't understand,
Nor skies without a frown
See rights for which the one hand fights
By the other cloven down.

Be just at home; then write your scroll
Of honor o'er the sea,
And bid the broad Atlantic roll,
A ferry of the free.

For He that worketh high and wise,
Nor pauses in his plan,
Will take the sun out of the skies
Ere freedom out of men.

Convocation Marks Solemn Campus V-E Day

Intense Note Given Ceremony by Audience that Filled Auditorium

Formal recognition of V-E Day at the University of Minnesota took place Tuesday, May 8, when students packed Northrop Memorial Auditorium beyond its seating capacity for ceremonies that recognized the solemn nature of the day as well as the fact that the war in the Pacific has still to be won.

The audience sang "The Star-Spangled Banner" and a massed chorus conducted by Professor Earle Killeen sang "The Battle Hymn of the Republic." Dr. George P. Conger offered prayer and Dr. John Walker Powell, the invocation.

The principal feature of the convocation was an address by President Walter C. Coffey, who said:

The German armies have surrendered unconditionally. Three years ago the war situation was vastly different from what it is today. Nearly all of western Europe was then under the domination of the Axis powers. England was in great peril. Night after night the German air forces were scarcely checked in their bombing of London and other English cities. Even the stoutest hearts in England were wondering if a German invasion could be prevented. Day after day many English people were grateful that England had survived for one more day. The German armies were penetrating deeper and deeper into Russia. Only very rash people in this country dared to predict that Russia would ultimately repulse Germany. Most of us were quite convinced that she would collapse and fall into German hands. If we could, many of us would remove from the records some of the things we said three years ago about Russia's inability to stand up to her foe.

In the Pacific, Japan was conquering almost at will. She was continuing to overrun China. Each succeeding day served but to give deeper emphasis to the problem of retaking territory over which Japan had gained control.

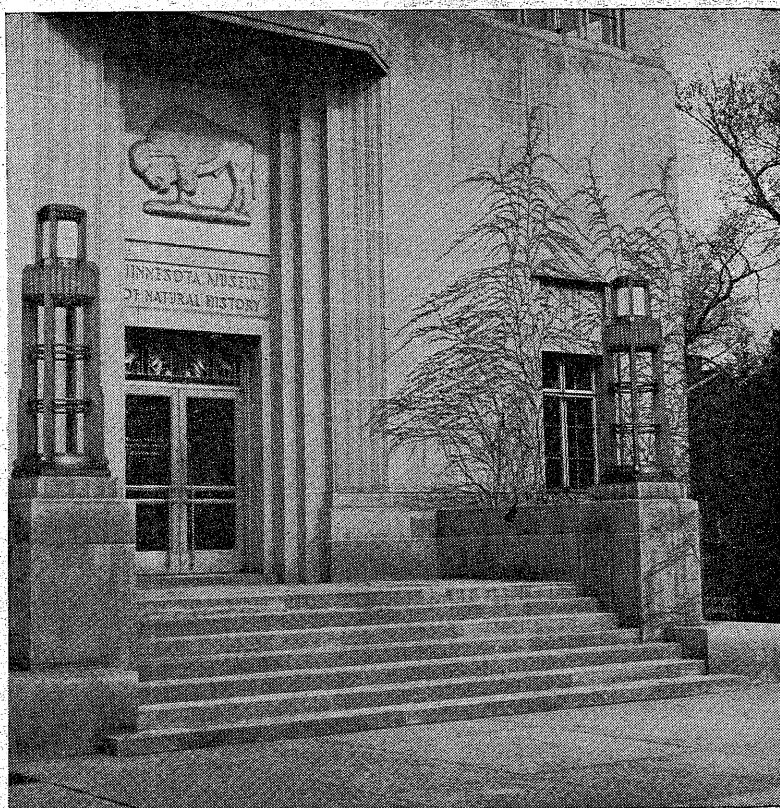
Three years ago the Allied countries could not launch a full offensive. Army and Navy personnel was not built up to full strength. It was not trained. Three years ago the University was just beginning its war training program. The Allies did not have an adequate supply of ships, submarines, planes, tanks, bombs, firearms, and many other forms of equipment needed for all-out offensive warfare. Great Britain and the United States could not respond to Russia's pleas that they open a major attack on Europe's western front.

Today, two of the great Axis powers are conquered. Recently Mussolini, the former Italian Axis leader, suffered a most ignoble death at the hands of his Italian countrymen. How completely hollow now his boast of only months ago, "My successor has not yet been born." Hitler is reported dead. Whether to believe it or not we do not know. Many high Nazi leaders, confronted by complete defeat and with nowhere to go have committed suicide, and Hitler's dream of a thousand years of Nazi rule has been shattered and will be remembered as one of his gross illusions.

The Japanese War

Today, then, two of the great Axis powers are conquered. I have no basis upon which to predict how long Japan will remain in the fight. She may capitulate soon, or she may hold out for months, even years, but there can be no doubt now as to an ultimate Allied victory. However, as much as we hope and pray for an early conclusion of the conflict with Japan, we must not underestimate what may be ahead in concluding the war with her. Mr. Nat Finney, in the Minneapolis Tribune of last Sunday, stated that the war left to fight against Japan in the Pacific

Vine Design Beautifies Building



Leafless ivy on the already beautiful exterior of the Museum of Natural History attracted Dr. Walter J. Breckenridge, curator, who decided it was worth a picture, with the interesting result shown above.

Biology and Human Problems Topic Of Yearly Charles F. Dight Lecture

Relationship of Heredity to Health and Other Conditions of Organism Discussed

The argument whether the man is a product of heredity or environment has never been resolved and we should rather discuss heredity "and" environment, said Dr. Elmer Roberts of the University of Illinois, when he delivered the annual Charles Fremont Dight lecture at the University of Minnesota on April 16. "Biology and Human Problems" was his topic.

Following a technical introductory passage, Dr. Roberts went on to say:

Man has always been engaged in a struggle with disease. Not until after the time of Pasteur was he able to control with any great degree of success the invisible forms of life with which he was surrounded. Throughout the ages the Fourth Horseman has been riding. Disease is a product of both environment and heredity. The rider is still in the saddle and is the most destructive agent which man has to fight.

Disease is a departure of the organism from normal functioning or constitution. On the basis of cause, diseases are of two kinds, those primarily the result of innate abnormal structure and functioning of organs or tissues of the body; and those caused by living organisms of various kinds. The hereditary nature of many diseases due to abnormal structure and functioning has been firmly established. Among these are hemophilia (tendency to bleeding); anhidrosis (non-sweating due to absence or non-functioning of the sweat glands); absence of dental enamel; many hair and skin defects; certain forms of diabetes; and some types of insanity and paralysis. Little can be done to eliminate diseases due to hereditary abnormalities except through a control of reproduction.

An infectious disease is a reaction between the parasite and the host. From this point of view the host is important in the phenomenon of disease as well as the parasite. Naturally the control of infectious diseases has been centered on the parasite and not on the host. An infectious disease can not be hereditary as is the case with many non-infectious diseases. To be hereditary the causative agent must be an integral part of the structure of the cell and more specifically of the chromosome. Obviously an organism cannot occupy this position. From numer-

ous experiments with lower animals, conclusive evidence has been found that resistance and susceptibility to infectious diseases are hereditary. This affords an explanation of the survival of some individuals when others succumb to infection.

Since resistance and susceptibility to infection are hereditary, the genetic improvement of any population is prevented by any method which eliminates selection. If this is true, the conclusion follows that our present methods of disease control are preventing improvement in the hereditary constitution of our human population because the susceptible individuals are saved to the extent that preventive and curative measures are successful. Their progeny will inherit susceptibility and in this way perpetuate it in the race.

Many questions are raised in a consideration of this biological aspect of disease. What is the relation between the decrease in in-

Commencement Back in Stadium Pierce Announces

June commencement exercises of the University of Minnesota will be conducted in Memorial Stadium Saturday, June 16, at 8:15 p.m., E. B. Pierce, chairman of the committee on functions, has announced.

Talk of again using Northrop Memorial Auditorium was abandoned when it was found that approximately 1,300 students would receive diplomas, a number considerably larger than had been expected. If Northrop Auditorium were used by so many each student could have only about two guest tickets, whereas in the Stadium unlimited numbers of guest tickets are possible.

Commencement has been in the auditorium during the past two years when graduating classes were relatively small.

Candidates for degrees will be presented to President Walter C. Coffey by the deans of the colleges from which they are being graduated and will receive their diploma slips from him.

President Coffey will deliver a "charge to the class."

It will be one of his last official appearances prior to his retirement on June 30.

Ohio State Will Honor Dr. Morrill

Dr. J. L. Morrill, president of the University of Wyoming and chancellor-elect of the University of Minnesota, will receive the honorary degree of LL.D. at Ohio State university's commencement on June 8, President Howard L. Bevis announced in a news release from that institution.

Dr. Morrill is praised in the faculty citation as "a talented writer, an effective speaker, a sympathetic and productive educator and a distinguished administrator."

Dr. Morrill is a native of Marion, Ohio. Following his graduation from Ohio State in 1913 he was employed in newspaper work in Cleveland, taking leave from his work there to serve as secretary of the Ohio Council of National Defense during the first World War.

In 1919 he resigned his position as acting managing editor of the Cleveland Press to return to the campus as alumni secretary. In 1928 he became the first junior dean of Ohio State's College of Education. He was made vice president of the university in 1932, continuing in this capacity until 1942 when he accepted the presidency of the University of Wyoming. On July 1 he will become chancellor of the University of Minnesota.

Summer Term Nearing With Interest High

Sharp Rise in Enrollment Based on Advance Inquiries Seen

WORKSHOPS PLANNED

Visiting Professor to Add Variety to Arts College Offerings

Dates of the two summer sessions to be conducted on the University of Minnesota campus this summer and which will draw students, especially school teachers, from every county in this state and from a score of other states, have been set, T. A. H. Teeter, director, announced. The first session will run from June 18 to July 28 and the second from July 30 to August 31.

Interest of prospective students in the Minnesota summer sessions as expressed in advance requests for the bulletin is nearly half again as great at this time as it was last year, Mr. Teeter reports. With more than a month to go before the term opens, approximately 3,000 bulletins have been requested as against just over 2,000 a year ago.

In addition to the several hundred regular courses in subjects given at other times of the year also, the summer sessions at Minnesota have come to stress increasingly the workshop type of course, in which people working in some established vocation, bring a problem of their own which they work out by "workshop" methods, while at the same time taking formal studies related to their field of work.

This year typical workshop courses will be one in higher education, one in home economics education for teachers and supervisors in secondary schools, a similar workshop for high school teachers of agriculture, a workshop in childhood education and child development, offered in the Institute of Child Welfare and a workshop in inter-cultural education.

The latter, along lines that are coming to command increased attention, will have the cooperation of the Bureau of Intercultural Education and of the National Conference of Christians and Jews. This will come in the second summer session.

The increasingly popular Institute of Spanish American Studies will be repeated this summer if Prof. James Cuneo returns from Argentina and a special course in public health nursing supervision will run through the first two weeks of the first summer session.

Recognizing the problem of the returning veteran as an increasing one, there will be a program in vocational diagnosis and counseling for rehabilitation workers.

Of this program, Mr. Teeter says:

"There is considerable evidence that the need for rehabilitation counselors is going to be great, due to war casualties, industrial misplacement of workers, and other causes. Industry will face the problem of absorbing and rehabilitating returned veterans. The Rehabilitation Division of the Veterans Administration will need many counselors in their work. Every hospital which deals with patients who cannot return to their regular jobs should have a rehabilitation counselor. Every community of any size will have citizens who for one reason or another will need rehabilitating and a rehabilitation program will more than pay its way in the savings in relief benefits that will accrue from real rehabilitation work.

"It is obvious that the need is great and will be even greater as times goes on. It is also apparent that no one course of training is going to prepare adequately a counselor to meet the many types of counseling jobs that will be open. Therefore, the Rehabilitation Counseling Program at the University of Minnesota has been set up with 'flexibility' as the keynote of the curriculum. The plan is to 'tailor make' the course of study for each student who enters

fant mortality and the marked increase among the middle aged of certain diseases, especially of cancer and those of the circulatory and nervous systems? More accurate diagnostic methods and an accelerated tempo of living may be responsible for part of the observed increase, but another probable factor is a prolongation of the life of those who formerly without our present methods of disease control would have succumbed in infancy.

Has Life Span Lengthened?

The average length of life in the United States has increased approximately fifteen years in the last four decades. This great increase is often misinterpreted in relation to our general condition in respect to health. It cannot be accepted as positive evidence that health among adults is better today than it was three or four decades ago. Much of the increase in the average length of life can be explained by the decrease in infant mortality and, therefore, an increased expectation of life for the younger age groups. But according to various studies, the expectation of life is little or not greater today among the age groups of forty years and over than it was at the end of the nineteenth century. These conditions exist when medical knowledge and practice are much more improved, when sanitation is much better and our knowledge of human nutrition much greater than they were in 1900. About all that we have been able to do, even with the aid of the advances in these fields which directly affect human health, is to increase very little, if any, the expectation of life among the age groups above forty years.

Some claim that heredity is of no importance in the problems of health, yet with such diseases as hemophilia, certain ataxias, and anhidrosis the results of matings can be successfully predicted. In these cases defects exist from the time of the union of the spermatozoon and the egg which makes it impossible for the individual to be normal in constitution and function. In many of these cases the condition cannot be alleviated by any known method. Unfortunately, they are like Humpty Dumpty when "all the king's horses and all the king's men couldn't put Humpty Dumpty together again."

Some of these hereditary defects can be alleviated or controlled by environmental methods, discovered by the medical profession, such as the use of insulin in diabetes. It may be theoretically possible to find controls for many

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Convocation Marks V-E Day

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will require nearly three times as many American men as served in World War I. This seems an astonishingly large number, but at last we have learned not to underestimate the persistence and fighting power of the Japanese.

We are thankful to the point of rejoicing over the fact that the armies of Germany have surrendered. But her surrender, we know, does not conclude the war. And therefore we are not here to celebrate a final victory. We are here to pay homage to all of our young men and women who have laid aside the pursuits of civilian life to fight and perhaps to die in order that human justice, freedom, and the dignity of the individual man shall not be destroyed. Day-by-day accounts of the progress of the war on sea, on land, and in the air have served as eloquent testimonials of what they have done to bring Germany to the point of surrender. With due credit to our allies and with no intention of boasting, we know that without the contributions of the American forces Germany would not yet be overcome. May we vividly realize and may we never forget how valiantly our young Americans have fought, what hardships they have endured, and what sacrifices they have made that we may remain free.

Especially are we here in reverent remembrance of the students and alumni of this great institution, who, with thousands of others, have made the supreme sacrifice for the cause for which we fight. May all to whom they were personally dear be comforted by the thought that they could not have given their lives for a greater cause. May they feel that their lives, though cut short, completed a mission never to be forgotten by a grateful nation. And we are here, too, to express our gratitude to those who served faithfully and suffered severe injuries. Many of them, no doubt, were deeply disappointed because they were not in the combat at the time of Germany's surrender. We want them to know that we respect them and have faith in their ability to find important places for themselves in civilian life.

At this time we should all rededicate ourselves to the task of winning the war. This is no time to let down, no time to allow our high resolves to weaken. In every respect the men and women who are to continue in the war need and deserve our encouragement and support. Their assignments in facing a fanatical and desperate foe will be extremely difficult. There will be little of exciting adventure and glamour in what they will have to do. We shall fail our duty if we do not back them to the limit.

The Post-war Problems

We suffer no illusions about the task we shall face when the war is over. Immediately there arise countless problems in the war-devastated countries of Europe. There is the military burden of policing central Europe. Many of our soldiers who are longing for home will have to be held for that duty. An immediate and most crucial problem is the feeding and nursing of millions of sick and starving liberated Allies back to normal health. We must be willing to do our full share in helping to solve this problem of rehabilitation, even if it involves much self-denial on our part. And for a considerable period, at least a year, it will require self-denial, for it will take time for the people in the liberated countries to get back on a basis of normal food production and distribution.

The victory in Europe is but one step toward the great objective of this war, which is to bring about world conditions that will prevent wars in the future. Thinking on how to attain this objective is truly sobering, so much so that we repeatedly hear the statement, "Building a lasting peace is more difficult than winning the war." Although it will be most difficult, we are convinced of the absolute necessity of achieving this objective. How can the world go through another struggle such as the present global war without setting human progress back thousands of years? How can human kind withstand in another war worse bombings and other ingenious methods of destruction more terrible than have been employed in this war? How can human kind withstand another round of atrocities, enslavement, and horrible persecution such as has occurred in this war and hope to make advances in civilization?

Fortunately, we are not waiting until the close of the war before beginning to plan for peace. We

Iceland Sends Gift to Law School

A novelty of great interest came into possession of the Law School Library at the University of Minnesota recently when the Board of Regents accepted as a gift from the government of Iceland a printed copy of the first constitution of that country, which is now a republic. Iceland was a colony of Denmark for centuries until the Nazis overran the home country, leaving Iceland unprotected. Allied nations landed and assured the country's freedom and it became a republic. So the land with the oldest parliament in the world, dating back more than 1,000 years, is now one of the world's youngest republics. The constitution given to Minnesota has been autographed by the nation's first president, Sveinn Bjornsson. The Law Library obtained it when Edward S. Bade, law librarian, wrote to Thor Thors, Icelandic minister to Washington, requesting a copy. Iceland thought this a good idea and printed up a small edition for distribution to libraries. Mr. Bade also learned that Asgeir Bjornsson, son of the president, was a student of economics at Minnesota two or three years ago.

owe a great debt to our lately departed president for the contributions he made to peace planning. The conferences at Bretton Woods, at Dumbarton Oaks, and at Chapultepec each had significance in connection with preparation for peace. This morning we turn our eyes to the San Francisco Conference with quite as much expectation, anxiety, and concern as we do to the places where the war is still in progress. The responsibilities of the delegates are no less than the responsibilities of the higher ranking officers of the Army and the Navy. They must exercise fair-mindedness, wisdom with respect to human relations, and manage to come to an understanding under which plans for permanent world peace can go forward. We shall win the war; we must win the peace.

Engineering Courses Gain

Attendance in the engineering colleges at the University of Minnesota is on its way up again, and interestingly enough, there is a new leader among the subjects of student interest. In a freshman engineering class of 151 students, 42 are enrolled in electrical engineering, the next largest number, 30, being in aeronautical. Mechanical claims 22 freshmen, civil 15 and architecture 18, while one student is aiming at the combined engineering and business course, seven are undecided and 16 are taking the course of training to be technical aides. This is a special two-year set-up that does not carry the student along to a full degree. Dean Samuel C. Lind of the Institute of Technology thinks the wartime interest in radar, and various astounding electronic devices and procedures is responsible for the return of electrical engineering to first place in interest. It is about 20 years or so since electrical was on top before. Since then aeronautical and mechanical have shared the spotlight most of the time. In the School of Chemistry another 38 freshmen are taking chemical engineering, bringing the engineering total to 189 freshmen. Sophomore, junior and senior classes are smaller because so many of the older students have gone into the armed services.

End Nears for Industry Program

War training programs for industry in which thousands have been trained in special classes at the University of Minnesota over the past three and a half years will be discontinued June 30, Prof. B. G. Robertson, in charge at Minnesota, has been informed. Funds for this work were cut out by President Truman when other large slashes in war expenditures were made recently.

Nevertheless a group of courses already planned and which can be completed by June 30 will be offered in the near future, Robertson said. These include use of engineering handbooks, several courses in mathematics and mechanics, tool and gauge inspection, product analysis, tool design, basic metallurgy, product supervision, reinforced concrete design and advanced refrigeration.

Several hundred courses have been taught in the program of the Engineering, Science Management War training program instituted shortly after Pearl Harbor.

Heads English At Minnesota



Dr. Joseph Warren Beach

The enterprising head of the English department is bringing several special lecturers to the university for the summer term and also expects to have some new appointments to announce for next fall.

Summer Term Plans Complete

Continued from page 1, column 5
this program. By so doing, each student will be trained for the particular type of rehabilitation counseling work he plans to enter. If he is going to enter industry, one program will be prepared; if it is a municipal project he is entering, a different program of courses will be worked out; and so on for the various types of counseling jobs. This being true, no specific course of study has been prepared. The particular course of study a student follows will be worked out by the student and his adviser, with the student's needs and future plans being the point of reference.

Several outstanding teachers will be visiting members of the Summer Session faculty. Professor Walter Prescott Webb of the University of Texas will offer courses in the department of history on "The frontier and western civilization" during the second summer session. His books, "The Great Plains" and "The Texas Rangers," were characterized at their appearance as two of the most distinguished to appear in the field of American history. The first won the Loubat Award in 1931. For the year 1943-44 he held the Harmsworth Chair of History at Oxford University. Dr. Webb is also a talented speaker and is an outstanding authority on the Southwest Plains country. He was made an honorary member of the Texas Rangers for his book about them.

Dr. Philip D. Jordan, professor of American history, author and editor, from Miami University, Ohio, will also teach history in the second session. He will offer courses in European civilization and American social and cultural history. He is at present preparing a book on the Hutchinson family, so famous in the musical history of Minnesota.

The English department is bringing two visiting professors to teach in the first Summer Session. They are Professors Alexander Cowie of Wesleyan University and Arthur Mizener of Wells College. Dr. Cowie, who did his undergraduate work at Minnesota, is author of a biography of the Connecticut "wit," John Trumbull. He will teach a survey course in American literature and a survey course to be announced later, probably on the American novel.

"Professor Mizener, an authority on both Elizabethan literature and literature since 1850, will teach an undergraduate course on the novel of the twentieth century and an advanced course on the interpretation of poetry," says Dr. Huntington Brown, secretary of the English department. "Professor Mizener graduated from Princeton in 1930, took his M.A. at Harvard and his doctor's degree at Princeton in 1934. In the second summer session Professor Wylie Sypher of Simmons College will offer an undergraduate course in Shakespeare's comedies and an advanced course on 'the baroque and picturesque in English poetry.' Professor Sypher is a graduate of Amherst and received his doctor's degree at Harvard in 1937. He has written a number of articles on how the development of English literature was related to that of the other arts in the seventeenth and eighteenth centuries, and is an authority on the history of slavery." The department of music edu-

Johnson, Opera Head, Praises 'U' Facilities

Not only did the Metropolitan Opera Company impress the University of Minnesota, it was itself impressed by the university.

So Malcolm W. Willey, academic vice-president, was assured by Edward Johnson, general manager of the company, at a luncheon given for him by Minneapolis Rotary. Mr. Johnson paid especial tribute to the physical facilities available for the presentation of opera.

"The members of the company and all of us of the management have been greatly impressed by your beautiful Northrop Memorial Auditorium," Mr. Johnson said. "It is a magnificent building, in attractiveness and acoustics, and we are thrilled to be able to present opera there in such a fine setting. The state and the university are indeed fortunate to possess such a structure."

Men to Edit Student Papers

After two years under women editors, The Minnesota Daily, University of Minnesota student newspaper, will again have a male editor next fall. He is Rod McQuary of Minneapolis, who will be a journalism senior. Editor for the past year has been Geraldine Sohle of Alexandria, who is graduating. Ski-U-Mah, student humor publication, will be under the editorship of Tom Claeson, a junior from Austin, Minnesota. The Gopher, which is the student yearbook issued by the senior class, will be under the editorship of Bob Rydholm of Sauk Center. The intimation sometimes heard that a university student must be from the Twin Cities in order to gain important campus posts is certainly not supported by this quartet. These are among the most important student posts and three out of four of the persons named are from one of the smaller towns in Minnesota; smaller, that is, than Minneapolis, St. Paul or Duluth.

'U' Attendance Gains by 970

The University of Minnesota was 14 per cent larger at the start of the spring quarter, April 3, than it had been at the corresponding period the year before, registration figures showed. Actual gain students was 970, to bring the total from 6754 in 1944 to 7724 in 1945.

The only major units to lose in attendance were the Schools of Medicine and Dentistry, in which accelerated programs had brought considerable numbers of army and navy students to graduation ahead of normal schedule.

The gain in students for the year is equivalent to the enrollment of a fair-sized small college.

Largest actual and percentage gains were in the Arts College, the General College and the Law School.

Famous Body Honors Heaton

Dr. Herbert Heaton, professor of economic history, has been notified of his election as a member of the American Philosophical Society. This society is the oldest learned society in America, and was founded in Philadelphia by Benjamin Franklin before 1750 for "promoting useful knowledge." Its members include American and foreign scholars in the physical and social sciences.

Professor Heaton left recently for Baltimore Saturday to deliver the Schouler Lectures at Johns Hopkins University. His subject was "Anglo-American Economic Relations between the Revolution and the War of 1812." He will return via Toronto, where he will attend the meetings of the Social Science Research Council Committee on Research in Economic History, of which he is secretary.

Professor Heaton has arranged an intensive three-weeks course during the first summer session in advanced secondary school music teaching and has engaged as the instructor Russell V. Morgan, director of music in the Cleveland, Ohio, public schools and an outstanding expert in public school music. The class, which will be the only one taught by Mr. Morgan, will meet double hours and be managed also on a conference and problems basis. It will be accelerated to the extent that will make it possible to compress the work of a quarter

Probe Postwar Town Picture

A University of Minnesota committee studying "the community basis for postwar planning" and using Red Wing as the community guinea pig, released recently three reports showing results of investigations in that city which they think are significant for similar Minnesota communities.

Among the findings are that there is a considerable group of people in town who are exercising leadership but have not yet come to be listed among community leaders by those who might be asked to name such a group; that rationing has been accepted as useful and successful; that most people who were asked were not aware of such black market operations as there may be, and that young school children do not get satisfactory lunches either at home or when they carry their own to school, thus suggesting the importance of carefully planned lunches prepared for them by the school system.

A study of the job-future of youths who finish high school or leave without finishing it indicates that there will be jobs for some of them in post-war Red Wing, but at a relatively low-level of performance and pay, from which the question is raised whether the public schools should not adapt their curriculum to give more definitely vocational, or more extended, training, thus making these young people more valuable to prospective employers.

Under the direction of Professor Roland S. Vaile, coordinator of the Red Wing studies, the examination of rationing and leadership was made by Dr. F. Stuart Chapin, sociologist; that of school lunches by Professor Clara Brown, home economics, and that of the youth and school problem by Dr. Charles Boardman, professor of education.

By having school children keep a record of everything they ate, either at mealtime or between meals over a long period, Professor Brown got a picture of their total food intake and concluded that the noon meal of school children tends to be less satisfactory than other meals unless the school itself serves a noon meal. This, she said, is more pronounced in the case of children from low-income groups.

Dr. Chapin reported that less than three per cent of the people of Red Wing had actual knowledge of black markets, and only 29 per cent of those interviewed had heard rumors of black markets. Of all folks seen, 86.6 per cent thought rationing justifiable as a wartime procedure and gradual termination of rationing at the end of the war was favored by 73.3 per cent. Members of rationing boards felt that they had taken on a harder job than they had anticipated at the outset.

In addition to a group of about 30 persons recognized in Red Wing as community leaders, Dr. Chapin identified a group more than half that large as "emergent leaders." These are persons who already are or are rapidly becoming leaders. Identification was made by a study of their community, public and social activities and comparing them with those of the recognized leaders.

Entomologist Joins 'U' Staff

A. Glenn Richards, now assistant professor in the department of zoology at the University of Pennsylvania, has been appointed associate professor of entomology and economic zoology at University Farm. Dr. Richards will begin his new duties July 1.

Previous to becoming a member of the staff at the University of Pennsylvania in 1939, Dr. Richards was an instructor in biology in the College of the City of New York for two years. He has served as biologist with the Nassau county (Long Island) Mosquito Extermination commission, research assistant at the American Museum of Natural History and assistant New York state entomologist.

A graduate of the University of Georgia, he received his Ph.D. degree from Cornell university in 1932. From 1933-1936 he was a research assistant at the University of Rochester.

into the briefer period and will carry three credits. This class will run from June 18 to July 7. Mr. Morgan has carried on similar courses at summer schools of Teachers College, Northwestern, Wisconsin and the like. He is prominent in national music organizations.

Retiring Faculty Recall Incidents Of Many Years

Deans Thomas and Lasby and Prof. Harlow Richardson in the Group

"Minnesota Chats" makes an effort each year to interview a number of the retiring members of the faculty, who leave the active list at the completion of the academic year next following their 68th birthday. "Chats" had hoped to complete an interview with President Coffey for this issue, but the latter's busy schedule at this time of the year has not yet made this possible. Dean J. M. Thomas, Dean William F. Lasby and Professor Harlow C. Richardson have been interviewed for the current issue.

Dean Joseph M. Thomas, "Tommy" to his intimates and to most of the University faculty, came to the University of Minnesota in the fall of 1909 to succeed the famous Maria Sanford as head of the department of rhetoric and public speaking. Although he was still less than 33 years of age he had the full title of professor as well as the headship of the largest department in the university, so he has been a professor continuously for 36 years, a distinction achieved by few. He has also been assistant dean of the senior college, Science, Literature and the Arts, since 1921.

But no listing of titles, dignities, professorships and academic ranks could give a picture of Dean Thomas, whose vivid personality, fearless tongue and diversified interests and activities have flashed through nearly four decades of the university's life as forcefully as his tall, erect figure whips its way along campus walks and through campus quadrangles.

Not only has Tommy built up the senior honors examination system in his college and conducted until recently an advanced seminar in original writing to which students flocked, he is also the man who introduced golf pool at the faculty club, a game so baffling and elusive that even those who play it oftenest have never fully found out its inner meaning. He calls it a "mixture of billiards, pool and mayhem."

He has not exactly said so in so many words, but the tenor of some of the remarks of this retiring, retiring professor certainly was, "I guess I've waked them up a little around here in my day."

Dean Thomas was born Nov. 15, 1876, in Saugatuck, Mich., and says that when he learned there was also a Saugatuck in Connecticut he kicked the foot out of his crib and rejected the idea that the eastern city was larger and more famous. He spent his boyhood, however, in Douglas, Mich., across the Kalamazoo river from Saugatuck, and as Douglas had no adequate high school, he borrowed enough money to attend South Division high school in Chicago, then stayed out a year, earning money and studying Greek, before he entered the University of Michigan in the autumn of 1894. Besides doing well at his studies he was a track man during all four years in college, ran the 100-yard and 220-yard dashes, won his letter four times and was captain in his senior year. He was also on the football team in his junior and senior years and came to Minnesota in the fall of 1897 when Michigan beat Minnesota 6 to 4 on the old field behind the West Hotel.

"We won on a raw decision," the dean admits.

"I jerked my sweater off at least fifty times that afternoon, but I didn't get into the game," he recalls.

Touchdowns were four points and goals after touchdown, two points that year. Nowadays four points could be gained only by two safeties.

That was his first visit to Minneapolis. He taught high school a couple of years after being graduated from Michigan, traveled a year, and in the fall of 1902 went to Michigan as instructor in English.

Wanted to Be a Lawyer
"I really wanted to be a lawyer," Tommy declares, "but it took me so long to pay off the money I had borrowed for my education that I never got around to it."

Maria Sanford, whose place in Minnesota's hall of fame is secure, was retiring and "Prexy" Cyrus Northrop was looking around for a new person to head what was then called the department of rhetoric and public speaking. One of the outstanding members of the

department was Ada Comstock, who was also dean of women, Minnesota's first, and later president of Radcliffe. Comstock hall is named for her. She had heard of young Joseph Morris Thomas and advised Dr. Northrop to hire him. That's how it came about, he says. Among others who were in the department then were Dr. Anna Phelan, still on the Minnesota faculty, and Professor Charles W. Nichols, who passed away two years ago.

Several major threads run through related departments in the field broadly denominated English, and the departments at Minnesota have been put together in several patterns at different times, and sometimes separated again. Thus rhetoric, speech and English literature, plus the vast work in Freshman English, are the segments of the broad picture. In 1921 the department was called English and speech. In 1925 speech was made a separate department and the Department of English, as it stands today, was created. Professor Thomas continued his duties as director of freshman English. He had become assistant dean for the senior college in 1921. He was director of freshman English for 30 years, dropping that work in 1939. His major duties for the past 20 years have been those of dean and lecturer in the course "Introduction to Literature," English 21-22-23.

Older Day Pictured

"In those days the older-fashioned externals of college life still held over," Dean Thomas said of the period when he came to Minnesota. "Professors were formal in their relations with one another, addressing each other as doctor or professor. They dressed more formally than they do now. There was still a considerable sprinkling of the retired-clergyman type among the faculty. The badinage so common among faculty groups of today was absent. There was great emphasis on the moral content of education."

"Students took advantage of some of these circumstances. For example, chapel was held daily, I forget the exact hour, but it was in the middle of the morning. President Northrop was supposed to finish it in 30 minutes, but quite often he brought in some visiting speaker. That's where the students would get in their work. They knew that the more they could prolong chapel the shorter would be their remaining morning classes. They would applaud and show the most concentrated interest. Meanwhile I would sit in my empty ten-thirty classroom sweating it out until my students showed up."

President George Edgar Vincent's coming made a marked change in the tone of the university, he recalls. New faculty blood was brought in and procedures were reorganized and brought up to date. Dr. Northrop, for example, never gave anyone a chance to talk with him alone. His secretary, Miss Ella Whitney, was always present, no matter how confidential the topic might have been.

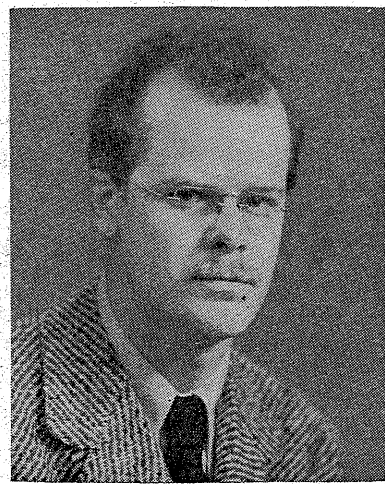
Dean Thomas was responsible for the establishment of the University Senate, a type of overall governing organization that Michigan enjoyed. He persuaded Dr. Vincent to form one here. "But," he says, "autonomy within the colleges of the university emasculated the senate. It could never perform the functions it was designed for because there was no way to make the individual colleges give up their prerogatives."

Among many campus innovations in which he has had a hand have been the inclusion of the little theater in the Music building, establishment of an advisory committee within the Arts college, organization of the faculty club, named Campus Club, and of the University Golf Club, whose course the university itself finally took over. He also threw his energy behind the expansion and enlivening of the senior honors examination. Students of high standing may "go out for honors," specifying whether their objective is the degree magna cum laude or summa cum laude. For the first an oral examination was required; for the higher honor, the examination plus a thesis. At one time Dean Thomas tried to attend all such examinations, but after going to 12 a week for five weeks he made changes in the system to allow himself time to breathe.

Dean Thomas has never joined a fraternity nor a secret order of any kind, although, says he, "It was once reported that I had been pledged by the Alpha Phis."

Textbook Is Famous
The textbook, "Thomas, Manchester and Scott," known for years as "the freshman Bible" on scores of campuses, still sells largely and is soon to appear in its sixth edition. He wrote it with Fred Manchester of Wisconsin

Guggenheim Awards to Two of Faculty



Left, Dr. Alrik Gustafson; right, Prof. Henry Ladd Smith

John Guggenheim Memorial fellowships have been awarded to two members of the University of Minnesota faculty, one of whom, Dr. Alrik Gustafson of the Department of Scandinavian, will take next year off, while the other, Henry Smith Ladd, is a lieutenant commander in the navy and will have to wait for his discharge before making the studies the fellowship will support.

Dr. Gustafson expects to complete a study of the dramatic works of Strindberg with especial reference to their impact on modern European drama. Lt. Com. Smith will work on a study of America's part in the development of world air routes and the development of America's foreign air policy.

Dr. Gustafson completes his scholarly training at the University of Chicago and came to Minnesota in 1939 after teaching for five years at Cornell. He was attracted to Minnesota, he says, because of its strong department of Scandinavian languages and literature and the unusual library resources available here for work in that field. Besides two books published by the Princeton University Press, "Six Scandinavian Novelists" and "Scandinavian Plays of the Twentieth Century" he has contributed to many periodicals and has some forty articles in a forthcoming Dictionary of Modern European Literature, to be published by Columbia University Press.

He hopes conditions will sufficiently right themselves to enable him to go abroad for his studies, which can best be made in Sweden.

and Frank Scott of Illinois. He has edited series of texts for three leading publishing houses.

Asked what the University of Minnesota needs most today he answered unhesitatingly, "restricted admission and all the good teachers it can get."

He believes that only students in the upper half of their high school classes should be admitted automatically to the university, although others might be admitted on passing an examination. With high school graduates still increasing in number, he wonders how long the university can take care of all who come. He believes that the heavy "mortality" among freshmen indicates many come for reasons of prestige and curiosity rather than with serious intellectual purpose. On the other hand, he believes that standards of preparation and training for teachers are considerably higher than they were 35 years ago.

What will he and Mrs. Thomas do after he retires? They have not made up their minds. Their son, Fred, who has been in a Minneapolis law firm, is soon to go to London to a state department post. That decreases the claim of Minneapolis on them, says the dean. And he wants to spend his winters where he can play golf. On the other hand, he has lived here a great many years and is affected by friendships and loyalties. Perhaps only time will tell.

Harlow C. Richardson

Very well-known, especially to the faculty, is Harlow C. Richardson retiring head of the division in the Department of English that is charged with teaching English in the Institute of Technology. The engineers may "have hairy ears" but down the years Engineering English has been one of the most popular courses in their curriculum, which has been due in no small part to the enthusiasm and sincerity with which the man in charge of the work has directed it. Depending on the enrollment in engineering he has had from four to six men assisting him.

Mr. Richardson is an Iowan by birth, and was born Sept. 24, 1876, in Anamosa, spending his boyhood and attending high school in Cedar Rapids. He was graduated from Grinnel College in 1898 and took graduate work in the University of Chicago. Richardson came to Minneapolis in 1905 and from then until 1912 was assistant principal of Central High School. Later he entered business, but when the first World War broke out he was appointed as civilian head of instruction at the Aviation Mechanics school situated in what was then called the Overland building, on University avenue, just over the St. Paul line, where it still stands. Military commander of the school was then major, now Major General, Walter R. Weaver, whose name has often occurred in news dispatches of the present war. Several thousand men were trained in various specialized aviation techniques of that day in the Overland building and Richardson recalls how he used to

receive calls from various camps for trainees, such as "fabric makers," "vulcanizers" and the like.

This camp was one of the hardest hit of all by the infamous flu epidemic in the winter of 1918, when hundreds died there, a number never disclosed.

Besides the basic engineering English course Mr. Richardson has offered for engineers other courses, among them "Explorations in literature" and one a course in speaking for technical men. As many as 500 men have taken the basic course in a year.

For two years about fifteen years ago Richardson was director of the summer sessions, but he preferred teaching and dealing with students to the administrative duties of that post and asked to be transferred back.

Interested in Students

Professor Richardson has always shown a great and sincere interest in his students and on that account has been unusually popular with them, being asked to many fraternity meetings and similar gatherings. He is honorary member No. 1 of the Minnesota chapter, American Society of Mechanical Engineers and belongs to Alpha Rho Chi (architecture) and to Theta Xi, social fraternity, originally composed chiefly of engineering students. He has been national head of the organization of student technical magazines.

Travel has been Harlow's chief hobby and he has made all of the important European tours except that through the Mediterranean. He also has visited the Far East, including Japan, Manchukuo, and Korea. He has traveled in Mexico and been in every state in the Union except the four in the extreme southwest, Florida, Georgia and the Carolinas.

On one of his trips to Germany Mr. Richardson visited Dr. Frederick Klaeber, retired professor of philology at Minnesota, who was world famous at the time of his retirement. Professor Klaeber has not been heard from for several years. He resided near Berlin. When Richardson was in his home it had as its central piece a handsome rug given Dr. Klaeber by the English department at Minnesota when he retired. Scholars in many parts of the world contributed to a special book, called a "festschrift" compiled in his honor when he reached retirement age.

Prof. Richardson for many years had mountain climbing as another hobby and he held one of the grades of membership in the Canadian Alpine Club at one time. He thinks he'll spend a good deal of time in southern California after retirement in June, but isn't going there at once because of the tremendous overflow population caused by the airplane industry. Richardson has been a resident of the Campus Club for many years and for long was chairman of its house committee.

Dean Wm. F. Lasby

Dr. William F. Lasby, dean of the School of Dentistry, University of Minnesota, belongs to that type of teacher, not exactly rare, and

Student Aid Gifts Received

The Minnesota State Pharmaceutical association has given the University of Minnesota \$1,000 as the original contribution toward a student loan fund "to assist deserving and needy students registered in the College of Pharmacy," the Board of Regents was informed at its May meeting. Donor stated the intention of making additions to the fund from time to time. The money was made up of \$750 from donations by members of the association and \$250 representing an annual scholarship formerly donated by the association for which no recipient was available for next year.

The board also was notified that Minnesota and Ontario Paper Co. has created two annual "Mando" scholarships to go to qualified boys and girls who have graduated from a high school in Koochiching county, International Falls, Minn., principal operating center of the company is in Koochiching county. Scholarships are to go to students of agriculture or related fields.

From Philip W. Pillsbury, president of Pillsbury Mills, Inc., came a gift providing award of a shelf of 12 books of particular interest to a student of home economics to the high ranking student in the graduating class of the Division of Home Economics.

Agreements covering continued study of brucellosis in swine and cattle were entered into with the Bureau of Animal Industry, USDA, and an agreement was entered with Freeport Sulphur Co. covering cooperative investigations of the effect of sulphur applied to the soil on the incidence of common scab in potatoes.

yet uncommon, who has spent his entire professional life at one institution. Although he practiced his profession in Fairmont, Minn., for five years after he graduated at Minnesota in 1903, he has been a University of Minnesota faculty member continuously for 37 years since he joined the dental faculty in 1908.

Dr. Lasby was born on a farm near Castle Rock, Minn., which, in turn, is near Northfield. That was on October 26, 1876. His first thought of attending college came as a result of seeing the tower on Willis Hall, Carleton College, when he drove into town with his father with a load of farm stuff.

"I didn't know what a college was at that time," he said, "and to tell the truth, it didn't seem to me that there could be enough to learn to warrant one's going to college for four full years."

Young Lasby soon found out about college. At Carleton he was a good enough student to become a Phi Beta Kappa (when the chapter was installed some years after his graduation) and also won his "C" as a distance runner, scampering the half mile and the mile.

At the end of his freshman year in dentistry, spring of 1901, Dr. Lasby spent the summer working for Dr. T. E. Weeks, a professor and former acting dean of the college. His job was making teaching models and he did it so well that some of his handiwork is still in use not only at Minnesota but in other dental schools. A consequence was that he was made student assistant in dental anatomy during his second and third years —and earned his tuition.

The College of Dentistry, as it was then called, was still in "Old Millard hall," when Dr. Lasby took dentistry and when he returned in 1908 to join the faculty. That building, known now after its rebuilding as the College of Pharmacy, was swept by serious fires in 1909 and again in 1911. After the second fire the "dents" were removed to what is now Westbrook hall, where the college remained until the present Medical Sciences building was constructed in 1932.

Dr. Lasby rose to a full professorship by 1919. During his teaching days he taught prosthetic dentistry, which is the replacing of teeth by plates or attached bridges, and orthodontia, the correction of dental irregularities. He became acting dean in 1927 when the late Alfred Owre left Minnesota to become dean of dentistry in the Columbia Medical Center. In 1929 Dr. Lasby was appointed dean.

During his deanship the course in dentistry has been increased from one pre-dental year and three of dentistry to a two-three basis, on which it was conducted from 1927 to 1937, and then to a two-four years basis in 1937. At the latter time it was recognized as a senior college in the university and was given the name "School of Dentistry." The expansion of

Scientist Notes Biological Problems of Humans

Continued from page 1, column 4

of the inherited diseases. Granting for the sake of discussion that it might be possible to find some means of suppressing these abnormal conditions by environmental methods, the problem of control would be very great because as many different environmental controls would be necessary as there are different abnormal hereditary combinations. Even if such controls were possible, their use would still further complicate our already complex social and economic problems.

The approach to the control of infectious diseases has been through the environment, a control of the parasites, and, in so far as possible, of the environmental factors conducive to the health of the host. Remarkable progress has been made in this field. Tuberculosis has been greatly decreased; small pox and typhoid practically controlled, and the mortality from many other diseases greatly decreased. All of this, however, has not increased the expectation of life among the older age groups.

After all, the most desirable individual is the one best fitted to survive under the environment in which he has to live. We recognize this in relation to our plants and lower animals, but the importance of many biological facts in relation to our human problems has not been generally recognized, though an increasing interest is evident. Some time ago Dr. Faust of Tulane University wrote:

"Without any disparagement of the splendid endeavors of men who have risked their lives to protect their fellows from disease, it is time we pause to consider the final results of artificial protection alone, without the fight which the body as a mechanism is prepared to wage against parasite invaders. It is obvious that natural and acquired resistance and immunity are by far the more important to the human race. Let us recognize the interdependence and relative values of both types of defense, and by rational as well as altruistic programs perpetuate the race as well as the individual. By so doing we can more surely guarantee a continuity on a higher plane of the contributions which are constantly being made to human knowledge and happiness."

No one, of course, would advocate not having our human population protected in every possible way from the ravages of disease, but we should recognize the facts involved and the biological consequences. The cost of medical service in this country is amazingly high and would be much greater if all persons received proper care. If the time comes when the economic level is much lower than it is at present, not permitting the costly protection which we now enjoy, the probable result would be a rapid increase in disease if some method were not found for increasing resistance.

The goal of the medical profession has always been the preservation of the individual and not the preservation of the race. If it had been the latter, it would have necessitated the elimination of reproduction among certain types of our human population. Probably the medical profession of the future will be asked for advice relative to these problems.

When man displaces natural processes which are biologically beneficial, it is necessary that he replace them by others of his own creation which are also biologically beneficial unless he is to suffer from the changes which he himself has instituted. In a commendable exhibition of sympathy and generosity, the non-productive classes of society are being cared for on a plane of living which a great number of our productive members of society cannot afford for themselves. Very little is being done to protect our social system by our procedure in respect to these dysgenic classes. The burden has already become so great that a surprising amount of our public expenditures in so-called normal times goes for the care of the non-productive classes; in fact, more than is spent for all higher education, both privately endowed and publicly supported.

Mankind has generally accepted the idea that the individual should be improved. Should he not also accept the idea that the improvement of future generations of man is as important as the improvement of the individual in the present generation? The improvement of future generations must lie in the improvement of the hereditary material. Biological improvement of mankind may be necessary for a permanent civilization. Is man sufficiently intelligent to meet these biological problems? If he is, does he have the courage necessary

to face the conditions imposed by such a situation?

The solution of any problem depends upon the successful operation of many factors. Unfortunately, an improper functioning of any one of the many factors can prevent its solution. The Fourth Horseman rides today as he has ridden during the past ages. His vigor from infectious diseases which are the result of environment is being continually weakened by the remarkable achievements of the medical profession, but through heredity he is receiving constant nourishment from the biological stream running through successive generations.

Employment and Democracy

We would like to have a country in which economic security is assured, and all have a high standard of living. In such an economic order, those who produce must take care of those who are non-productive. If the birth rate among the productive is relatively much lower than it is among the non-productive, an ever decreasing number must take care of an ever increasing number. This is automatically self-destructive to a controlled economic order with a high standard of living.

For biological reasons I would expect without a depression, to find several million persons unemployed. Several decades ago, 50 per cent of our people were under 20 years of age and 50% over 20 years of age. At the present time only 34.5 per cent are under 20 and 65.5 per cent are over 20 years of age. Our population is approximately 136 million. If the former ratio of those under twenty to those over twenty years of age had been maintained we would have today 68 million people under twenty and 68 million over twenty years of age, but what we have at present is approximately 69 million above twenty and 47 million under 20. In other words, we have about 21 million extra people above 20, who are in the working age group. This has been caused mainly by the decreasing birth rate and an increased length of life among the young.

In the absence of a decreased birth rate a much larger portion of our population would be in the younger age groups and would be called dependents. Because they are in the older age groups they are classed as unemployed. Unemployment has not increased as much as is commonly thought—terminology has been changed. The passing of young dependents into the older age groups without employment results in many serious problems. At this point an obvious question arises: Can a controlled economic order endure without a biologically controlled social order?

The present generation is the architect of the next generation. In the matter of biological endowment what this generation sows it does not reap. The reaping will be done by the next generation. Society has two fundamental obligations, one is to provide the best environment possible so that all individuals will have an opportunity to develop to their maximum possibilities. The other is to improve the biological constitutions of individuals of which society is composed. The attainment of these objectives depends partially on an acceptance of individual responsibility. Without a sense of individual responsibility the philosophy develops that society owes the individual everything.

We as individuals must realize that a society is only a composition of individuals and that no social organization can be better than the individuals of which it is composed. We need to emphasize more and more the necessity of the responsibility of the individual for both his personal attainment and the quality of the social organization of which he is a part.

Remarkable improvement under better environmental conditions causes many persons to doubt or reject the importance of heredity. They forget if they have ever known that there is a biological limitation to performance within an optimum environment. I still believe that in general the effects of an environment of a level less than optimum are mainly suppressive in nature, and that environment does not create but is effective only within the limits of the biological constitution of the individual. If what has been said is valid, the solution of social and economic ills does not lie wholly in a higher standard of living. Priming the pump may give temporary relief, but the defective mechanism of a pump has never been repaired by priming.

Are we sure that we really know

what is a good environment for the best development of the innate possibilities of the individual? Will the removal of the necessity of struggle or competition be an incentive for development for all types of individuals? Will leisure mean only cessation from labor culminating in rest or will leisure be used for individual development and creative production? May it not be wishful thinking to envision the disappearance of our social and economic ills following an increased standard of living—a standard based primarily on an increased number of gadgets, and more food however highly enriched with vitamins?

A sense of individual responsibility for the improvement of one's self and the social order in which he lives is of fundamental importance. All this implies a high quality of individuals constituting our social order. The question is pertinent: Can a controlled economic order have any chance of permanency unless we have concomitantly an improving biological social order? May it not be as much a duty of man to improve biologically the social order as it is to improve the environment in which he lives?

Here is man with genes of various kinds, the recombination of some of which will produce individuals so defective as to be a burden on society, while other combinations will produce individuals, so constituted that they will be a productive and creative force in society. The human race has within it the hereditary material for either retrogression or progression. The ultimate end will be greatly influenced by the degree of intelligence applied to the problems directly related to man himself. If, as someone has said, our goal is not to make man more perfect, but the unfit more comfortable, we can all expect to become more uncomfortable as time goes on. In our educational institutions more attention should be given to the human problems. Valuable as technicians are in our specialized social system, the basic human problems will have a chance of solution only through studies of and an understanding of man.

"Why build these cities glorious
If man unbuilded goes?
In vain we build the world,
unless
The builder also grows."
EDWIN MARKHAM

Retiring Faculty Recall Incidents

Continued from page 3, column 5

the course was in accordance with the requirements for accreditation established from time to time by the Council on Dental Education, a bureau of the American Dental Association.

Construction of the Medical Sciences building, which also houses offices of the School of Nursing and Medical School, came during Dr. Lasby's deanship and provided his school with quarters and equipment second to no other dental school in the world.

Dean Lasby was president of the American Association of Dental Schools in 1933 and in 1940 presided over Omicron Kappa Upsilon, an honor society. He has refused elective office in local or state dental societies to keep free of entanglements but is an honorary member of the American College of Dentists. He also has been elected to honorary membership in the Dental Society of Costa Rica. For many years prior to retirement he held a lieutenant colonel's commission in the dental corps, United States Army.

During Lasby's deanship a graduate course leading to the M.S. in dentistry was established, as also were additional research projects that raised the standing of the school.

He has served under six presidents of the university, all of them but Dr. Folwell. Dr. Lasby is the sixth dean of the school, counting one acting dean. These were Perry H. Millard, dean of medicine, who also served as dean of dentistry from 1888 until 1892; W. Xavier Sudduth, 1892-1895; Thomas E. Weeks, acting dean, 1895-1898; W. P. Dickinson, 1899-1905; Alfred Owre, 1905-1927; and William F. Lasby, 1927-1945. The first four served 16 years, the last two, forty years.

Dean Lasby's family is one that is abundantly represented in American Men of Science, and two of its four "men" named in that book are women. One is his daughter, Mrs. Helen F. Jeffrey, Ph.D., Minnesota, 1934, of Lexington, Ky., who during the war is acting as head of the department of chemistry in Transylvania College

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THE NEWS IS DYNAMIC

Many people have repeated the criticisms of E. C. Kennedy, the Associated Press correspondent who "beat" the world on the story of V-E by violating an agreement, and Minnesota Chats is not going to come to his defense, because it does not believe in violating an agreement. But Minnesota Chats knows, from long newspaper experience, and desires to point out, that news is dynamic, that big news is one of the most dynamic things in the world, and that anyone who tries to "hold up the release" of major news when it has really become news, which is to say, when it has happened or has been determined, is flirting with certain trouble.

The basic reason for this is probably that no newspaper man who is worth his salt wants to "hold up" the news. All of his training, his instinct and his impulse is to release it—to run back to the office as fast as he can go and spill the whole thing. So if several people know about a piece of news, major news, those who abide by an agreement to "hold it" are working against their nature, and in any considerable group there is almost always someone callous enough, or excited enough, or with poor enough judgment, to break the agreement, make the release and spill the beans.

Kennedy was to blame, but those who set up the situation requiring announcement to be withheld, although no doubt they had adequate reasons, were also to blame. An example of the difficulty of holding news lies in the experiences when the last three football coaches were appointed here, Dr. Spears, Fritz Crisler and Bernie Bierman. In each instance an attempt was made to hold the news until a time presumably agreed upon by both the institution the coach was leaving and that to which he was coming. In every single case the story broke ahead of the agreed time. The lesson of all this is plain. No institution or organization can afford to report facts until they are authentic and official, but as soon as news becomes authentic and official the presumption in favor of immediate release is tremendous. Holding it up is a good deal like watching your baby fall out of a sixteen story window, a long period of suspense and disaster at the end.

Grain Firms Offer Chinese Student Aid

A gift of \$3,000 to provide a scholarship to a Chinese graduate student in the fields of Agriculture, Forestry and Home Economics has been received by the University of Minnesota from F. H. Peavey & Co. and the Van Dusen-Harrington Company. It will be allotted at \$1,000 a year for three years "to a Chinese student on the basis of scholarship and promise of service to China." Recommendation for this award will be made by the graduate group committee for agriculture.

in that town. The other is his sister, Mrs. J. B. Tessman, who teaches astronomy and history in the Santa Clara, Calif., junior college. Fourth representative is his son-in-law, Dr. Robert N. Jeffrey, research chemist in the University of Kentucky, also in Lexington.

Dr. Lasby has maintained many off-campus connections. He is president of the First Congregational Society of Minneapolis, has a plaque for 25 years of service to the YMCA, has been a director of the University National Bank and belongs to the Kiwanis club. A regular golfer of high standing among the seniors he has been president of the "Seniors" men over 50 who play golf at the university course.

In college Dean Lasby knew many men who have become prominent, among them such outstanding Carleton graduates as President M. L. Burton of Minnesota; J. A. A. Burnquist, former governor, now attorney general; the late Sen. Ernest Lundeen and Fred B. Hill, Carleton benefactor.

When Dean Lasby entered Minnesota "about two years of high school" was the requirement for admission to dentistry and he was one of only two or three in a class of 32 who were college graduates upon entering.

"Just about the same thing was true of medicine and law in those days," he said. "We have come a long way to the present training period of two years of pre-dental college work and four years of dental professional study."

Minnesota Has 291,000 in War

Minnesota has poured herself—men, money, materials and food—into the war. Compilations at the end of the war in Europe was announced show how tremendous has been the contribution of the state thus far, and on all sides there was evidence of a determination to continue on the same scale until Japan too has been defeated. A total of 291,000—including an estimated 7,000 women—of Minnesota's sons and daughters have served or are actively serving in the nation's armed forces. Many have given their lives, but accurate casualty figures for the state are not available.

Here at home some 400,000 are employed in industries directly or indirectly contributing to the war effort. Up to February of this year firms in the state had handled war contracts totaling \$3,592,402,000.

Despite the number of workers already engaged in war work, the United States employment office as of Saturday still had unfilled orders for 24,870 workers, 14,512 of them for jobs carrying priorities. Twenty-six "must" firms, which employ 36,123 men and women, still had urgent need for 4,556 workers.

French Instructor Honored

Jean Autret, instructor in the department of romance languages, has received a certificate of merit from the United States government for outstanding services rendered as a linguist. "The fact that I am a naturalized citizen makes me take particular pride in this award," Mr. Autret said. He had previously received a certificate of merit from the Pan-American League.

Dean's Son Promoted

Robert G. Rogers, son of Dean and Mrs. Charles H. Rogers of the College of Pharmacy, has been promoted from first lieutenant to captain in the medical corps of the army, his parents have been informed. Captain Rogers is now with the Third Army, serving with the 121st Evacuation Hospital in Germany.

Mr. Coffey Analyses 'U' Problems

Reiterates Belief That State
Should Survey Higher
Education's Needs

STRESSES TEACHING

Discusses Special Function
of "Administration" in
University Set-up

"'Neath Education's Sway," a phrase taken from a stanza once sung in "My Country 'Tis of Thee," was the theme selected by President Walter C. Coffey for his address to the seniors on Cap and Gown Day, May 17, which, except for his charge to the class at commencement exercises tomorrow night, was his last official appearance as university president prior to his retirement.

"A great university must be a dynamic educational influence," he said, "and by this test the University of Minnesota is a great university." He went on to stress the importance of research, the greater emphasis which he believes should be placed upon the value of the fine teacher, the university's function as servant of the state, contributing to the expansion of prosperity and happiness, and repeated the call he had made before for a survey of the state's educational needs, so that resources may be fairly divided among and expended upon those phases of education that are found to be needed most.

President Coffey's paper follows:

It is customary on Cap and Gown Day for the president to devote himself to one theme pertaining directly to problems of the university, with special reference to scholarship and the achievement of distinction through scholarship. Today, in my last extended address before my retirement as chief executive, I find it almost impossible to focus my thoughts on a single topic. Rather, my mind is full of impressions that seek utterance—impressions that cover a variety of subjects, any one of which would, if fully developed, require more time than is available this morning.

Furthermore, the rapidly changing war situation adds to the difficulty besetting anyone who is called upon to address a college audience at such a ceremony. Twice during my lifetime I have witnessed the end of a titanic war in Europe. One cannot experience two major wars, especially if he has been associated with young people of college and university age, without undergoing profound emotional disturbance. The suffering, the destruction of the hopes, the aspirations and the dreams of youth, the death and mutilation of young men of infinite promise, the horror and the calamity of crippled lives—all these, to one of my age, add up to an almost overwhelming sense of tragedy. There is consolation only in the fact that because of the bloodshed, because of the tragedy, because of all the sacrifice, our way of life—the democratic way of life—has for the time being been preserved.

To have succumbed to the doctrines of the Nazis and the Fascists, to have lived in a society in which the ideology of "Mein Kampf" governed our lives, and the lives of our children, would have been a tragedy and a horror far worse than war itself has brought upon us. Therein lies the hope: once more we have the opportunity to build a world in which people may live in neighborly peace with one another. It is for us to pray that we may not fail in the task now before us. Even our way of life could hardly survive a third world war.

But it is not of war that I plan to talk, but rather about this institution with which I have been so intimately associated for a quarter century.

As I leave behind me my four years of the presidency, and my twenty years as Dean of the Department of Agriculture, it be-

Long Campus Service Reaches End



President Walter C. Coffey

Shropshire-Southdown Ewes Helped Set Course of President Coffey's Life

Taught at Illinois Before
Finishing College; "Billy"
Richards Retiring

Walter Castella Coffey, who will retire from the presidency of the University this year got into the life work that led him from expert herdsman to president of a great university and chairman of the board of the Minneapolis Federal Reserve bank because he was fascinated by and proud of a flock of four "grade Shropshire-Southdown ewes" which his father purchased of Privett Brothers, Greensburg, Ind., when Dr. Coffey was a boy.

President Coffey has had to stand a certain amount of good-natured joshing about being a shepherd, some of which came out at the recent dinner in his and Mrs. Coffey's honor, but when one hears the real story of his interest in farm animals one knows it is no laughing matter. One's mind's eye dwells rather on the green farm pastures of Indiana with their sheep, cattle and swine, the humble rural schoolhouses of that countryside, the colleges and universities, small and large, where he sought his education, served and taught, and on the province of his usefulness and influence, extending to an entire state and beyond the boundaries of a state to the inland empire of the "west north central" states.

His father, Calvin Allen Coffey, who had migrated to Indiana from Tennessee after the Civil War, farmed near Hartsville, Ind., also teaching rural school in winter when there was little farming to do. As did other farmers in the area, the elder Coffey kept a few sheep—"eight grade Leicesters"—the president recalled. But the flock deteriorated, several of the females became sterile, and the whole bunch was sold. It was then that the "four grade Shropshire-Southdown" ewes were purchased.

He Liked Their Looks

A gleam of memory came into President Coffey's eyes as he said, "These sheep had brown faces and tight, close fleeces. They were different from other sheep I had seen. They were smaller, tidier and

more attractive than the sheep on nearby farms."

And as a boy would do, he became proud of this individual and different possession of his family's, with an intensity that led to a long and important career in sheep husbandry.

President Coffey's father, Calvin A. Coffey, was a Confederate veteran who was captured in the siege of Vicksburg and released on his parole not to return to the fighting. He went back to Tennessee for a short time, but presently went north to Hartsville, Ind., where he attended Hartsville College, an academy that combined high school work with that of the upper grades. His purpose was to prepare himself further for country school teaching.

Mr. Coffey senior's family had been the owner of nine slaves before the war and he was familiar

'U' Needs More Student Housing

Housing for 4,000 more students near the University of Minnesota will have to be found within three years, if estimates of university officials stand up. A study by Prof. Roland Vaile foresees that within three years of the end of the war university enrollment will have risen 8,000 above any previous peak. About half of the increase will be living at home in areas from which the campus can be reached by automobile or trolley cars, but homes must be found for the rest. Normally about 20 percent of students live in rooming houses, which will make it necessary to room some 800 additional students.

Encouragement for private capital to build housing in the university district, expansion of the campus dormitory system, and also probable construction of a sound type of temporary housing were suggested by a faculty committee, whose report to the University Senate was approved by that body.

The report is expected to be referred to the Board of Regents by the administration and will strengthen the board's hand in the program it has already announced that it was planning, that of expanding student housing.

Wiley Given Honor Degree By Alma Mater

Receiving an honorary degree on the twenty-fifth anniversary of his graduation was the experience of Malcolm M. Wiley, academic vice-president, June 2, at Clark University, Worcester, Mass. Clark bestowed the degree, doctor of humane letters, on Mr. Wiley. He was graduated from Clark University in 1920 and received the Ph.D. from Columbia in 1922. From that year until 1927 he taught sociology at Dartmouth College, then came to Minnesota as associate professor of sociology, soon rising to a professorship.

When the position then known as assistant to the president fell vacant Mr. Wiley was appointed and this subsequently became vice-president for academic administration in the summer of 1943.

Vice-President Wiley also delivered the commencement address at Clark, his topic being, "Motivation in time of peace."

with and friendly to the black people of his Tennessee neighborhood. He used to tell his son stories "of those days," one of which was about the colored preacher of their town. Every Sunday morning this man would attend the white church and listen to the sermon attentively. Unfailingly he delivered that sermon the same afternoon before his own flock, "and so well," said President Coffey, "that my father, who occasionally went over to hear him, could hardly tell the difference."

"Father told me," Dr. Coffey said, "that he had taught country school for a while in Tennessee before coming north. 'He once said, 'one winter I taught school in a corn crib'."

Starts Off to College

Young Walter Coffey followed in his father's footsteps and attended Hartsville College, later going on to Franklin College, a Baptist institution in Franklin, Ind. But his interest in sheep was strongly developed and in 1901, at the end of the year at Franklin College, he journeyed to the farm of G. Howard Davison, Millbrook, N. Y., near Poughkeepsie, who had one of the finest flocks of Shropshire sheep in the United States. There he worked a whole season without pay, but not only to learn about Shropshire sheep. Davison had in his employ one Tom Bradburn, a famous shepherd, who was known also as the finest "fitter" of sheep in the United States. A "fitter" is the professional who prepares, clips, trims and fits a sheep for display at a show. Mr. Coffey wanted to learn these skills. Bradburn and his brother had learned fitting in England and had been brought to this country because of their skill.

"At the end of the season I came home and farmed with my dad, also fitting sheep for exhibition," he recalled. "And I'm happy to say that our sheep won wherever I showed them."

Goes to University

But the time always comes when a young man finally leaves home, and in the spring of 1903 young Coffey went to the University of Illinois with a job as shepherd of the sheep and herdsman for beef cattle and swine. He was eminently well prepared for the work, too well, in fact, to be restricted to it.

"My idea was to take courses in animal husbandry with a view to becoming the manager of a large livestock farm," the president said. "But as events would have it, the University of Illinois was short-handed that fall and the head of the department of animal husbandry asked me to teach the course in sheep husbandry. The situation was an unusual one. I hadn't attended an agricultural college, but I had taught school. I also knew animal husbandry."

The upshot of it all was that when that first course had been completed the head of the department sought Mr. Coffey out and told him that if he wanted to enter

New 'U' Head Visits Campus For Mayo Event

Speaks at Gathering in
Support of Memorial
Campaign

PRAISES UNIVERSITY

Progressive Spirit of State of
Minnesota Impresses
Dr. Morrill

The University of Minnesota's president-elect, Dr. James Lewis Morrill, making his first visit to the campus since his election, declared he would follow an established policy which he believes has made the institution great, namely, studying the problems of Minnesota to find out what the state needs and then doing something about it.

Dr. Morrill was interviewed in the Twin Cities, met the college deans at luncheon, and spoke at a dinner inaugurating the last phase of the Mayo Memorial Campaign.

"To me, Minnesota is the greatest of the state universities," he said. "Its long-time policy of trying to serve its state by learning its needs and meeting them is one reason I say this. Another is that, wherever I have gone since my appointment, I have had people call attention to the greatness of this university. And a reason of equal importance is that the University of Minnesota has an outstanding faculty, and the faculty is the very substance of an educational institution."

The speaker also praised the state of Minnesota, referring especially to its marked state pride and the eagerness of the people for achievement. This spirit, he said, has produced a leadership in Minnesota that has spilled over the state's borders and into the northwest.

Dr. Morrill revealed himself as an ardent sports fan when questioning elicited the fact that he was for many years a member of the athletic board at Ohio State university and for five years chairman of that board. He strongly endorsed physical education and intercollegiate athletics and stated that health and body building campaigns are of primary importance. This point was stressed also by Vice-Admiral Ross T. McIntire, surgeon-general of the United States Navy, who also spoke at the dinner.

President-elect Morrill said he believed the problems of veterans on campus, and especially the problem of housing veterans, so many of whom are married, are of the first rank. He endorsed the practice of charging veterans non-resident tuition, pointing out that he was a member of the American Council on Education's committee that helped draw up plans for veterans' education and that at no time was there the least doubt in anyone's mind that the federal government was to stand the cost of rehabilitating and educating the former soldiers, sailors and service women. Housing of veterans also, he said, should be financed in large degree by federal funds. He pointed out that bills now in congress are expected to remove some of the inconsistencies from present laws governing education of veterans.

From Minneapolis he and Mrs. Morrill went to Columbus, where Ohio State University bestowed on him the honorary degree, doctor of laws.

college and prepare himself for the work, they would hold the position open for him at the University of Illinois. President Coffey liked the idea, worked hard, helping to pay his own expenses, and after three years was graduated with honors in 1906. In 1909 he received the master's degree. He holds honorary doctorates from Franklin College and Hamline University.

"Sometimes I took 26 hours of college work per week," he recalled.

As had been promised him, his graduation was synonymous with entering the department of animal

President Tells Story of Life

Continued from page 1, column 5
husbandry. He was first an instructor in 1906, then rose through the ranks to become a professor, and during his last two years at Illinois, when the head of the department, Prof. H. W. Mumford, was away, he was acting head of the department.

Point to Rise From

At the farewell dinner given for him by faculty and staff, in response to some hearty joshing, President Coffey told of the man who said, "It must be great to be a shepherd. From that position there is nowhere to go but up."

"But that," he explained, "is only a part of the story. As this famous sheep story runs, the remark I have already quoted was made to a sheep man by a minister of the gospel.

"Yes, sir," replied the sheep man, "but in many ways you're worse off than I am. In my flock only about three in a hundred are black, which is better than you can say, and what's more, they stay black and don't go rubbing brown on the rest of the flock. Furthermore," said the man, "when a sheep man has trouble with his flock he just tells them where they came from, predicts where they're going and sicks the dog on them. And as a matter of fact, isn't that just what you do, only in a different order?"

President Coffey thinks the sheepman gets at least a tie in that one.

A Trio at Illinois

At Illinois Dr. Coffey knew Dr. Coffman and Dr. Ford, each of whom, like him, became a president of the University of Minnesota. He once sold Dr. Ford a lot in Urbana on which he had been planning to build a home. It was the late President L. D. Coffman who brought him to Minnesota in 1921 as dean of the department of Agriculture.

Of his relationship to agriculture during his 21 years as head of all agricultural activities of the University of Minnesota, President Coffey has certain comments to make. He has, he admits, encouraged the diversified farming that has spread so in the state during that period, but says it had begun before he came here. On other points he is more specific.

"I have always emphasized protecting the producing power of the land," said he. "That is of major importance. I have not believed in putting people on land unsuited for agriculture, because I know how difficult it is for a family so situated to have a satisfactory standard of living. I have believed in the enrichment of country life in every way, provided it could be secured within the available income of the farm family. I have always sought to encourage the use of home conveniences on the farm, so that the farm should be more livable for all members of the family, and especially for the farmer's wife. It is my belief that the farm must be not only a place for the production of food but also a place to live. This idea is expressed in the phrase, 'farming, as a way of life.'

The greatest change in Minnesota agriculture since 1921, he said, has been its increasing mechanization, adding, "if that will make the farmer more prosperous and give him more opportunities for a full and rich life, I am for it."

Chief among Dr. Coffey's activities outside his many connections in education has been his chairmanship of the Ninth Federal Reserve Bank board of directors and his membership on the educational board of the Methodist Episcopal Church. He was named to the board of the Reserve Bank in 1937 and became its chairman in 1938. He is also a trustee of the Nutrition Foundation, Inc.

Of his life at the university he regrets only that his many official duties have made it difficult for him to have as many contacts with students as he has wished to have.

Enjoys Student Contacts

"At the farewell dinner, Andrew Boss said I had many contacts with students at University Farm," he recounted. "It didn't seem to me that I had nearly as many as I wanted, nor as many as I should have had if there had been more time away from administrative duties. In the contacts I have had with students I have always tried to make them feel at home and to understand and cooperate with them."

In his Cap and Gown Day speech May 17, in a way his valedictory to the university community he has served and loved so well, Dr. Coffey outlined some of the problems of the institution

that are close to his heart. It appears elsewhere in this issue. He wants it to be better understood through the state, feeling convinced that understanding will bring support. He wants to stress the importance of fine teaching, along with the great value of productive research. He wants the university to be recognized more and more for its services to the state, in the development of new processes, new products, new sources of wealth, as well as in helping solve problems of the area. In a word he wants an interlocking relationship of service and support between the people of Minnesota and the great institution that is devoted to their advancement.

Mrs. Coffey, cordial and effective, was Jane Crisler Lardner, a cousin of the famous American humorist. The Coffeys have two sons, Walter C., Jr., a lieutenant (j.g.) in the Navy, now assigned to the personnel division at Arlington, Va., and Lardner Coffey, head of the photographic department of the Mayo Clinic. There are four grandchildren, two in each family. And if you don't believe that President Coffey is an old fashioned grandfather, don't let him show you those baby pictures. Boy, they're cute at that.

Incidentally, the Coffeys have bought the home built in University Grove by Harvey Hoshour, formerly a professor in the Law School, and thus will remain welcome members of the university community. The house stands at 2298 Folwell avenue.

Well, the retiring head of the University of Minnesota says he wishes he had had more contacts with the students, so it may be just as well to reprint what The Minnesota Daily said about him in a signed editorial by Miss Geraldine Sohle of Alexandria. Daily editor for the current year. Said The Daily:

"When Walter C. Coffey relinquishes the title of Chancellor on June 30, the university will be losing a grand old man.

"Those of us around The Daily office have met and talked to Mr. Coffey many times and always have found him friendly and helpful.

"One talk with President Coffey will always stand out in my mind. It occurred late on a Friday night last winter. We were expecting university employes to strike any time. The union-university relationship was complicated, too complicated for City Editor Rod McQuary and me to explain in a news story.

"We telephoned Mr. Coffey at his home and asked him if we could go and talk to him. He hesitated. It was late, he had just returned from a symphony concert and he was tired. But he invited us to come.

"When we arrived, he opened the door for us. He was wearing a smoking jacket and slippers and his starched collar was undone. He invited us to take off our wraps and ushered us into the living room.

"Sitting on the edge of our chairs we started to apologize but Mr. Coffey wouldn't listen. He pulled up a rocking chair and asked us what he could do for us. For nearly an hour we sat in that comfortable room talking about the university. Mr. Coffey explained the university's view of the dispute with the union, spoke of faculty salaries, answered questions untiringly.

"As we left the house to write our story he joked, 'Sorry you can't stay for sandwiches and coffee.' As student, reporter and editor, I have watched Mr. Coffey on many occasions. I have seen him conduct Regents' meetings, heard him address visitors attending short courses, seen him preside at dinners for visiting celebrities, heard him speak to legislative committees. Always he was working for the university.

"Once I asked a legislator, a member of the appropriations committee, what he thought of Mr. Coffey.

"He's well liked at the legislature," the man said. "He comes over and tells us what's going on at the university and how the appropriations money is going to be spent. We think he has been a fine President."

Prof. "Billy" Richards

One of the interesting men on the campus who will retire this year, and a veteran, too, for he has been on the staff since 1907, is William H. "Billy" Richards, whom thousands of students remember for his work in charge of the woodworking shop in the industrial arts program of mechanical engineering.

His contacts have included not only the engineering students, to whom he taught pattern-making,

Must Recruit Researchers Says Wangensteen

University of Minnesota scientists belonging to Sigma Xi, honor society in the scientists were warned last week that the institution "must accelerate the cultivation of a faculty devoted to the advancement of learning" and were advised also that an increasing amount of the funds for supporting research must be sought from private donors.

Speaker was Dr. Owen H. Wangensteen, head of the department of surgery in the medical school, who is world famous for his technical discoveries. He addressed the society at its 50th initiation ceremonies on the University of Minnesota campus.

"The acquisition of a new faculty member is not a simple matter, as those of us who have had experience well know," Dr. Wangensteen said. "The University of Minnesota has long been in existence, but it is really only within a thirty year period, marking the beginning and rise of the graduate school, that the University of Minnesota has come forward as an important educational center.

"But now renewed emphasis must be lent to maintaining and extending its influence in the advancement and enlargement of knowledge. The leadership that has made the university great, it must continue to have. As we contemplate the future of our university it is apparent that a more liberal support of productive scholarly activity and research is essential for the continued growth and improvement of those qualities that have brought distinction to our university."

Forty members were initiated to the Minnesota chapter, Martin Allen, Gordon V. Anderson, Irvin M. Atkins, William J. N. Brown, Keng-Tao Chen, Chung-Fu Cheng, Norman Chen-Hu Chin, Donald F. Clausen, Leah Ethel Cohudas, Charles W. Drawley, John G. Erickson, Hsing Yun Fan, Roberta Follansbee, Goodwin Greenberg, Harry P. Gregor, Marlin T. Henderson, Abram Hoffer, Bryant R. Holland, Clayton Huggett, Jose F. Maldonado, Charles B. Mather, Donald R. May, John J. McBrady, Paul E. Meehl, Max Milner, Albert H. Moseman, Robert E. Nylund, Robert H. Reiff, Jose Rodriguez-Vallejo, Everett M. Schultz, Isadore Shapiro, Margaret W. Skillman, Vearl R. Smith and Olaf C. Soine.

but home economics girls, studying identification and use of fine woods for interior decoration and furniture, and extension students, many of whom have taken his popular "hobby" and "Fix-it-at-home" courses, which have been growing in the past few years.

Besides all this "Billy" is one of the most ardent golfers among seniors on the campus and was at one time for a considerable term president of the Minnetonka Golf Club.

Richards is Canadian by birth, his native city being Ottawa, Ont., where he saw the light of day July 12, 1876 and no doubt grew into an environment in which interest in and love of wood products came naturally. He attended technical schools connected with the University of Toronto, and also had "in-industry" training, along with school work of a type that has been rediscovered in more recent years. He came to the United States in 1907, worked in industry for a while as draughtsman in a firm making engineering supplies and then met Prof. William H. Cavanaugh, who then headed mechanical and experimental engineering. Cavanaugh persuaded him to join the staff of the university. His first appointment had the title "instructor in industrial pattern practice." He will show you enthusiastically the pattern of wood that is used to model the mould of foundry sand in which an industrial casting is to be cast. And he will also demonstrate for you the way in which the core will be employed to produce the knobs, holes and projections that must appear on the inside of the casting after it has been poured and cooled.

Equally of interest is the room hung with scores of smooth and accurate little slabs of wood dyed almost every color of the rainbow. Here are gumwood, redwood, mahogany, walnut, oak, hard maple, birch, and others, beautifully grained and experimentally colored. It doesn't take much contact to cause anyone with an eye for beauty to fall in love with a beautiful piece of wood, even though it measures no more than

Veteran Mines Teacher Dies

Professor Peter Christianson, 80, Professor of Metallurgy Emeritus at the University of Minnesota School of Mines, where he taught for 41 years preceding his retirement in 1935, died May 24 in Los Angeles after a brief illness.

Professor Christianson graduated from the university in 1894, about the time the iron mines of the Mesabi were being developed, became interested in iron metallurgy and contributed much to its later development in Minnesota through the School of Mines and the Mines Experiment Station.

He was a life member of American Institute of Mining and Metallurgy, American Society for Metals and the Engineers Club of Minneapolis.

Burial was in Oakland cemetery, St. Paul.

some two or three inches by nine or ten.

Professor Richards is proud of the fifteen wood-turning lathes in his shop which, he points out, "we made ourselves." Years ago, when it became necessary to obtain new lathes, the department was short of funds, but it had Billy Richards. He designed a lathe so formed that vibration was reduced to a minimum, with all interchangeable parts and a single pedestal support rather than four legs. "This latter feature helps us to keep the shop clean," he explained. "The janitor can easily sweep up every bit of waste and shavings around the smooth base of the pedestal."

During the drive to train people in the construction of gliders as part of the war program, Professor Richards's expert knowledge of materials and processes in woodworking stood the government in good stead and he conducted several large classes to teach employees of war plants the secrets of binding and laminating thin pieces of wood with glue and shaping them into glider parts.

He is equally happy to have organized the hobby and fix-it courses, from which he sees a big future in the extension division.

During the period of short manpower, small disarrangements in the home, such as a broken cupboard door, a broken chair leg or the like have become a problem for the "helpless housewife" so the housewife and even the man of the house, has ceased being helpless. Mostly, they have done so by attending the fix-it classes.

"People from every walk of life have attended," he said, "some for practical reasons, others for relaxation. Every man with a basement shop where he likes to fiddle around could benefit by having a little extra training."

He feels also that he has made many firm friends for the university in these classes and in his golfing as well.

"I like golfing," he said, "because it gives one, two or three hours of close association with people one might never otherwise have an opportunity to meet.

After retirement he also will look back fondly on the course in mechanical technology for which, each year, he has brought some 20 speakers from Minneapolis and St. Paul industrial concerns to the campus to present to the students some specialized phase of actual industrial operation.

He is author of a textbook, "Pattern and Foundry Practice."

Billy Richards holds membership in the Society for the Promotion of Engineering Education and the Minneapolis Engineers Club. His son, Frank A. Richards, formerly employed in the trust department of the First National Bank, is now in the Navy, probably in the vicinity of New Caledonia.

Asked if he were of Welsh extraction, which is true of most people named Richards, he said that his father's people were from Belfast, but that his mother was Welsh.

He's not quite sure what he will do when he retires.

"But, Billy," one remonstrated, "you have talked more about your industrial woodworking department than you have about yourself."

"Probably," he said, "the department and I have been one and the same thing."

Blakey Back on Staff

Dr. Roy G. Blakey, professor of economics and tax expert, has been teaching at the University of Minnesota again this year after a year's leave of absence to serve as tax and research consultant of the Council of State Governments and the Federation of Tax Administrators.

Life Insurers Name Dr. Watson

Plans for establishing an annual life insurance fund to be devoted to the promotion of medical research have been announced yesterday by M. Albert Linton, chairman of the joint Medical Research Committee of the American Life Convention and the Life Insurance Association of America. Dr. Cecil J. Watson, professor of medicine, University of Minnesota, has been named one of an advisory committee of eight medical researchers.

The amount of the fund available each year is expected to exceed half a million dollars, the exact amount depending upon the number of companies accepting the invitation to participate. The program will be administered under the name of Life Insurance Medical Research Fund. Allocations for research grants will be based on the recommendation of an advisory council made up of outstanding medical men acquainted with the field of medical research.

In the letter inviting the life insurance companies to participate in the project the Medical Research Committee states that the funds are to be devoted in the first instance to diseases of the heart and arteries. The committee points out that, although these diseases cause by far the greatest number of deaths among the population generally and among policyholders, relatively "little" research is being carried on in this field. In contrast, it notes that research into cancer, the second largest cause of death, is being relatively well cared for through other sources. Specifically, foundation grants in 1940 for research into diseases of the heart and arteries amounted to only 17 cents per death from these causes as against \$2.18 per death from cancer.

"The life insurance medical research program is to support existing research rather than to establish new research centers," the committee says. "It is proposed that such support should be extended in two ways: First, grants would be made to institutions fully qualified to carry on research in the chosen field. Second, support would be furnished to carefully selected men who had completed their medical studies and internships and demonstrated special ability in research lines. Most of these men are in the armed forces today, and unless something is done to enable them to engage in research they may well turn to other fields. These men would be assigned as research associates with experienced men already working in the field of cardiovascular disease."

Poultry Practice Seen Improving

Urgent need for more eggs and poultry meat has resulted in the introduction of a number of practices no many farms which will mean more profitable production in the future and a better quality product, says Cora Cooke, extension poultry specialist at University Farm. Heading the list of improvements is the trend toward better poultry housing. Heavy winter egg production demands that poultry houses be well insulated and properly ventilated. Miss Cooke reports that a growing number of poultrymen with insulated and ventilated poultry houses are having satisfactory results keeping laying hens in confinement during summer. In addition to providing comfortable quarters for the hens, this system makes possible increased consumption of the kinds of feeds that stimulate egg production. The result is more and better eggs, since color and flavor of eggs are largely determined by feeds eaten by the hens.

Architect Lost at Tarakan

Albert Arneson, honor graduate in architecture of the University of Minnesota, 1940, has been killed in action on Tarakan, Borneo, members of the School of Architecture faculty have been informed. He was an adviser on bombing techniques with the Army Air Forces, and went ashore with the first wave to determine the effectiveness of pre-assault bombing before later fighting obliterated them. Mr. Arneson also held the master of architecture degree from Harvard, where he studied on a fellowship. He made his home with Morten Arneson, an uncle, in Minneapolis. Prof. Roy Jones, head of architecture, described him as "one of our ablest men."

Says State's Iron Ore Future Depends on Use of Taconite Types

Plant to Concentrate Magnetite Would Lift Employment, Davis Points Out

Although low-grade iron ores in Minnesota contain originally only from 20 to 35 per cent of iron, a ton of the concentrates obtained after treatment of the rock, or beneficiation, tests about 65 per cent iron and is a high grade material for blast furnace use, says E. W. Davis, director of the University of Minnesota Mines Experiment Station in a discussion of the future importance of the low-grade ores to the mining industry of the state.

Processes for beneficiating the magnetic taconites in Minnesota have been developed and experimenters are now at work on developing methods of making the oxidized or hematite type ore available for blast furnaces. It is largely for this work that the Mines Experiment Station obtained a material increase in the amount of money appropriated by the 1945 legislature to support its researches. For each of the next two years \$50,000 will be available.

In his statement, which he prepared for distribution to legislators while the legislature was considering his requests, Mr. Davis said in part:

Although millions of tons of high grade ore still remain in the Minnesota iron ranges, several of the large steel companies that have been securing great quantities of iron ore from this State have used up nearly all of the ore that they own and must very soon secure new large ore reserves someplace within economical shipping distance of their steel plants. Statistics that may be assembled to prove this point can be misinterpreted and their accuracy questioned, but the feverish search for new ore that is being conducted by the engineers of several of the steel companies is convincing evidence that if there is any large quantity of high grade iron ore available to them in Minnesota, the steel companies do not know where to find it.

These engineers are investigating the high grade ore deposits in the Belcher Islands, in Labrador, Nova Scotia, Cuba and South America. While they have about given up the idea of finding high grade ore here at home, they are investigating the low grade, iron-bearing rocks that occur in great quantities around Lake Superior and in northern New York State. These iron-bearing rocks, which we call "taconite," contain only 20 to 35 per cent iron. However, from three tons of this rock, one ton of good, high grade iron ore can be secured by processing methods called "beneficiation." In order to secure one ton of high grade iron ore from taconite, the beneficiation process involves mining, crushing, and grinding three tons of this hard rock to an impalpable powder. Then the finely ground taconite is passed through concentrating machines, designed especially to remove the one ton of good iron ore and reject the two tons of worthless material. However, the iron ore recovered by this processing is exceedingly fine and before it can be used, it must be agglomerated into coarse lumps that will not be blown away in transit or be blown out of the blast furnace.

Obviously, the beneficiation of taconite is an expensive operation compared with the cost of simply digging high grade ore out of open pit mines and loading it into railroad cars. The average production cost of all the ore shipped from Minnesota in recent years was something over \$2.00 per ton while the cost of producing the agglomerated taconite concentrate will be nearly \$4.00 per ton. However, part of this difference in cost will be compensated for by the higher grade of the taconite concentrate (65 per cent iron against the 52 per cent average of present shipments) by the lower freight rates per unit of iron, and by the better physical structure of the shipping product which lowers blast furnace smelting costs.

The cost of a plant to beneficiate taconite and to produce 10 million tons of agglomerated concentrate per year would be in the neighborhood of fifty million dollars. Such a plant would employ about 4,500 men the year around (the total number of men employed by the mining industry in St. Louis County in 1943 was 9,597). This one plant would use as much electric power as is now used by all of the other mining operations in the State combined. It would require over half a million

tons of coal per year and several million dollars worth of other supplies. For those who have been to Salt Lake City, Utah, it can be said that this taconite plant would be of about the same size and type as the Utah Copper Company plants of that city which are now concentrating nearly 100,000 tons per day of ore containing only one per cent copper.

From all of this it is quite obvious that no steel company would ever consider using taconite as a source of iron ore if any other adequate source were available to them. The fact that Bethlehem Steel Company, Youngstown Sheet and Tube Company, American Rolling Mill Company, and Wheeling Steel Corporation all have acquired great areas of taconite lands in Minnesota and are actively engaged in drilling, prospecting, and experimenting with taconite beneficiation processes, indicates that these companies need new ore supplies and are considering using Minnesota taconite. Similarly, Inland Steel Company is investigating a large taconite deposit in Wisconsin and Algoma Steel Company has acquired a large taconite property in Canada near Sault Ste. Marie.

More progress has been made in New York State. The Republic Steel Company, the Jones and Laughlin Steel Company, and the M. A. Hanna Company have large plants in operation, beneficiating a type of low grade ore quite similar to some types of Minnesota taconite and requiring similar processing.

That large steel companies are interested in Minnesota taconite would be very encouraging if it were not for the fact that some of these same companies are also working on the development of ore reserves in foreign countries—principally South America. In Brazil, there are billions of tons of high grade ore that can be mined cheaply and, some engineers believe, can be brought to the steel producing centers of the United States cheaper than we can deliver Taconite concentrate. The steel companies are balancing the cost of securing their future ore supplies from foreign sources against the cost of securing them by taconite beneficiation and they will, of course establish themselves wherever they can get the cheapest ore. These are critical times for Minnesota. Either our mining industry will soon begin to decline and eventually disappear or great plants will be built on our iron ranges that will furnish greatly increased employment to our miners for hundreds of years to come. Minnesota cannot expect the tax income from these taconite operations that we have secured in the past from the higher grade ores, but we will benefit from greatly increased employment and much larger payrolls.

There is not a great deal that Minnesota can do to improve its competitive position. We have "put our house in order" by enacting the Taconite Tax Law and the State Mineral Lease Law and by establishing a labor credit applicable to the occupation tax. We support also the Mines Experiment Station at the University where many of the taconite processing operations have been developed and to which the mining companies look for information and advice. The steel companies are well able to finance their own activities but they may need help in securing water rights and drainage privileges.

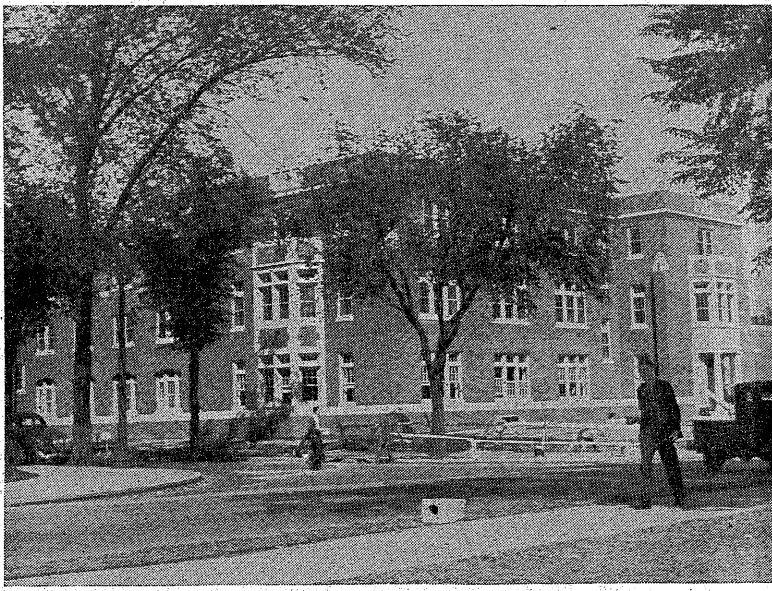
'U' Graduation This Week-end

Parents and friends of 1,300 students from all parts of Minnesota will journey to Memorial Stadium of the University of Minnesota June 16, to be present at the annual June Commencement ceremonies.

Conducted indoors for the past two years when the number of graduates was smaller, Commencement will again be in the open air this year, as the size of the stadium makes general public admission possible. The exercises will begin at 8:15 p. m. Dr. Walter C. Coffey, retiring president, will deliver a charge to the class and will give the diplomas to the students of the several colleges as the graduates are introduced by their deans.

University summer sessions will start immediately after the close of the regular year. Registration for first summer session will be conducted Monday, June 18. The session will continue through July, then be followed by a second term of five weeks.

Among Most Useful 'U' Building



The Center for Continuation Study

First Johnston Lecture Given

The first in what is to be an annual series of lectures honoring the late John B. Johnston, who won world fame as a comparative neurologist before he was made dean of the College of Science, Literature and the Arts, University of Minnesota, was delivered Friday, May 11, in the Museum of Natural History. The speaker was Swedish-born Dr. Olof Larsell, professor of anatomy in the medical school of the University of Oregon and dean of its graduate division, who discussed "Comparative neurology and our present knowledge of the cerebellum." Dr. Larsell is especially known for his work on the cerebellum and the innervation of the lungs and ear.

The John B. Johnston lecture-ship was made possible by a gift from Mrs. Johnston, who survives her husband and is now living in Los Altos, Calif. She shared her husband's interest in neurology and at one time taught at the University of West Virginia while he was studying abroad.

Because he was for 25 years dean of the Arts college, many even on the campus did not know of Dr. Johnston's earlier and distinguished career in neurology, much of which was spent in the University of Minnesota department of anatomy. According to Prof. A. T. Rasmussen of Minnesota Dr. Johnston in his prime was one of the five leading men of the world in his field. He published more than 40 papers.

Dr. Larsell also spoke in the Institute of Anatomy, describing the growth of medicine in the northwest, on which he is now preparing a book.

Regents Re-elect For Two Year Term

All officers of the University of Minnesota Board of Regents were re-elected for two-year terms at the board's annual meeting Friday, May 11. Under basic law the chancellor of the university is president of the board, but in practice he delegates the chairmanship to the first vice-president, as has been done for many years. Officers re-elected were: First vice-president, Fred B. Snyder; second vice-president, George W. Lawson; secretary, W. T. Middlebrook, ex-officio; assistant secretary, Laurence R. Lundén; treasurer, Julius Schmahl, state treasurer, ex-officio; representative on state board of investment, Regent Lawson.

Committee appointments were made as follows: Executive and finance, Regents Snyder, chairman, J. F. Bell, Richard L. Griggs, A. J. Olson, Sheldon V. Wood; physical plant, Regent E. E. Novak, chairman; Daniel C. Gainey, G. W. Lawson, A. J. Olson, Albert Pfaender, F. J. Rogstad; investments, Regent Snyder, chairman, Regents Griggs and Rogstad; budget, Regent Lawson, son, chairman, Regents Bell, Gainey, A. J. Lobb, Novak, Ray J. Quinlivan, Wood; Labor, Regent Lawson, chairman, Regents Gainey, Olson, Pfaender, Quinlivan; Permanent University Fund Lands, Regent Quinlivan, chairman, Regents Griggs, Pfaender, Rogstad, Snyder. A special committee to deal with the problem of relocation of the Washington Avenue Bridge is made up of Regent Snyder, chairman, with Regents Bell, Lawson, Novak and Wood.

President Walter C. Coffey will be chancellor until July 1, whereupon the new president, Dr. James

Wrong Answer May Be Right Researcher Says

Giving the wrong or "statistically rare" answer to questions in a personality test constructed to select abnormal persons from normal ones may, paradoxically, indicate that you are normal rather than abnormal. It may indicate that you have verbal habits or word interpretations peculiar to yourself, or you may be a certain sort of person; and that type is a person whose psychiatric or personality profile is as deviant from the norm of the general population as is the profile of many who are definitely abnormal, but who must be classed as normal because he or she is sufficiently adjusted so as not to be in an institution nor under a doctor's care.

This has been pointed out in a doctor's thesis by Paul E. Meehl, clinical instructor in neuropsychiatry at the University of Minnesota, in which he made "an investigation of a general normality or control factor in personality testing."

Dr. Meehl, under direction of Dr. Starke Hathaway, started out in an attempt to verify the theory of the psychiatrist, Rosanoff, that in addition to three full-blown psychiatric conditions in normals, which he called cyclothymic, hysteroid and chaotic-sexual, there is a fourth or "normal" controlling-inhibiting factor of temperament which prevents some people with deviant personality profiles from acting abnormal to the extent that would bring them under society's care. Little supporting evidence for such a theory was found, but the study did show, in addition to the paradox stated above, that college students and college graduates with a bad profile give "statistically rare" answers so seldom that personality tests are a less accurate instrument for identifying them as normal or abnormal than they are for the general population.

Examples of statistically rare replies, says Meehl, are "yes" answers to the statements "I am afraid of fire" or "A windstorm terrifies me." Persons with a deviant personality profile who are normal by definition, namely, not under institutional control or a physician's care, are likely to answer "yes," which is the reply that tends toward abnormality, the "wrong" answer.

"The 'outs' say worse things in giving such answers about themselves than do many of the 'ins'" said Dr. Meehl, "with the exception of college men and women, for whom we may have to construct a special test."

For this study the researcher started with the Minnesota Multiphasic Personality Test, product of Drs. J. C. McKinley and Starke R. Hathaway, and from existing records he selected a number of personality profiles that deviated sharply from normal although they represented persons normal by definition. He then selected profiles of a like number of persons abnormal clinically whose profiles corresponded as nearly as might be with those of the first group. Instead of the characteristics employed by Rosanoff he took his cases from the hypochondriacal, depressive and hysterical groups because these were found in the Minnesota Multiphasic. The items or questions that differentiated these normals from these ab-

Lewis Morrill will assume the chancellorship and become ex-officio chairman of the board.

Architecture Rated High Here

The University of Minnesota's School of Architecture is one of 28 collegiate schools of architecture that have been accredited as a result of the first nationwide accrediting study made by that profession, Roy Jones, professor and head of the department, announced. The survey, covering 52 schools, was conducted by the National Architectural Accrediting Board, representing the American Institute of Architects, the Association of Collegiate Schools of Architecture and the National Council of Architectural Registration Boards. Professor Jones headed the survey and was active in conducting it. Professor R. T. Jones of the faculty also worked on the survey. Jones said the list will be revised annually and accreditation is good only until the next survey is made. Minnesota was praised for the standing and accomplishments of its faculty, for the accomplishments of its students and the organization and effectiveness of its curriculum. Less favorable comments were made on the physical facilities of the school and the proportion of faculty to students, which was called too low. Nearest accredited schools to Minnesota are the Universities of Illinois and Michigan and at Kansas State College, Manhattan, Kan.

Tells of New Research Technique

Annual University of Minnesota medical lecture commemorating the late George Chase Christian, whose family established the Citizens Aid Society, benefactor of the university and other institutions, was delivered on the campus Thursday, May 17, by Dr. F. Duran-Reynals, associate professor of bacteriology in Yale University School of Medicine.

Described by the University of Minnesota's cancer researcher, Dr. John J. Bittner as "a man who is doing what students of the cancer problem need, developing new techniques," Dr. Duran-Reynals told of his work in "The Infection of foreign species by virus of chicken tumors." Dr. Bittner explained that Duran-Reynals has been able to transfer to virus of chicken tumors to ducks if he uses day-old ducklings, also that while the type of tumor that then develops in ducks differs from that in the chicken, the duck virus can be transferred back to chickens if day-old chicks are used. Both species apparently develop an immunity after the earliest stages of life.

He has carried on similar experiments between pigeons and ducks, after inducing pigeon tumors with carcinogenic hydrocarbons.

A Spaniard, Dr. Duran-Reynals was trained in Barcelona and was in Madrid when the Spanish civil war broke out. In about 1935 he went to the Rockefeller Institute in New York and several years later, to Yale.

Wartime Leaves Ending

Return to the University of Minnesota campus of faculty members who have been on leave for special war services in science and specialties is expected to increase rapidly starting this fall. Several hundred persons, including many well-known names, have been away on war work. At the same time faculty members are continuing to leave for special wartime jobs. Recently two men have been sent to Europe to help in a study of the effects of bombing and other war-wrought devastation on the civilian populations of Europe.

normals were then selected and used as an "N" or "normality" scale. In applying this battery of questions he found that the more the results, not the fact that of community leadership by of Education. Among 133 persons in attendance were representatives of 30 liberal arts colleges, 32 universities and three state departments of education. Ten superintendents of schools also took part. questions a deviant normal answered in the statistically rare and apparently maladjusted way, the greater were that person's chances of being normal, an unexpected result and the most valuable outcome of the study.

Of his "N" scale Dr. Meehl said further: "This scale of items should be of practical value because it seems to 'correct' for some tendencies in personality or verbal habits which lead certain normals inappropriately to get abnormal profiles—an outcome that is an important, recurring problem in the whole field of personality testing."

Retiring President Analyzes University Problems

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comes increasingly apparent to me that no single institution or agency has played a more significant role in shaping the development of this state than the University of Minnesota. On many occasions I have commented that a university has four major functions: it teaches youth; it undertakes research; it offers innumerable services to the people who support it; it stimulates cultural development. Were the university to disappear as by the wave of a magician's wand, everyone would recognize how completely and fundamentally its activities have become interwoven with the fabric of life in Minnesota. There is scarcely a family in the state with whom it has not had instructional contact; the results of its research have made life better and more secure, in rural and metropolitan areas alike; its services, whether in providing medical care for the sick, in helping the farmer with his problems, or in aiding industry and the professions, ramify throughout the entire population; and culturally we are unquestionably a better people because of the university. A great university must be a dynamic educational influence. The University of Minnesota by this test is a great university. It is particularly incumbent upon undergraduates of today to recognize how significant the university's contribution has been, not only to themselves, but to the state as a whole. It may seem strange that I should so strongly emphasize this obligation, and yet out of my experience I have come to realize that often there are people who fail to understand what the university has done toward enriching the life of this state.

Importance of Research

I have strong convictions also on a closely related matter; namely, the importance of both pure and applied research in the future welfare of the state. Minnesota does not possess unlimited natural resources of the type from which much wealth has hitherto been drawn. Mines are exhaustible, timber is expendable, even agricultural fertility may diminish. And yet, through the marvels of modern science, riches can be found in sources hitherto undreamed of, if only we would look for them. It is to the search for these sources of future wealth, and to the preservation of those resources which can be indefinitely maintained, that we must devote ourselves if the economic well-being of this state is to be maintained or bettered. All of this was portrayed with compelling clarity in the recent report of the Minnesota Resources Commission.

But where, you ask, is the research talent through which discoveries are made? Where are the facilities that can be tapped in the development of ideas from which significant research conclusions will emerge? Where else, I reply, except at a center of learning such as a university? I am deeply conscious, of course, of how great already the research contribution of the university has been. I know what it has meant that we have improved cereal crops, that we have played our part in the breeding of hybrid corn, that we have successfully produced new fruits and vegetables adapted to this region. (I cite examples from agriculture only because it is the field in which I have first-hand knowledge of accomplishment.) Yet, to my mind, these demonstrable achievements made thus far are but tokens of what might be done. In industry success goes to those concerns that have spent wisely in furthering research; it is no less true that success will likewise come to those states that in the future spend wisely in developing the resources upon which they are dependent for making a livelihood and a good life. It is encouraging that the legislature has within the years of my presidency, and with commendable wisdom, created at the university a Minnesota Institute of Research, and appropriated money, though modestly, for its support. Every effort should be made to strengthen and broaden the university's—the state's—research program.

As I grow older—and I trust, wiser—I am more and more impressed with the truth that it takes all kinds of people to make a world. Where there are all kinds of people, there will be all kinds of ideas. It is failure to appreciate this truism that seems to cause so much of our trouble today. Intolerance, unwillingness to examine the other fellow's point of view, and stubbornness in holding to one's own, are characteristics

that are incompatible with living in an interdependent world. No man of my generation has emphasized this truth with greater forcefulness than Wendell Willkie, and I regard his book, "One World," as a noteworthy stimulus to social understanding. In this matter, a university is uniquely in a position to make contributions: first, it can inculcate in its students the realization that human progress evolves from a willingness to study and analyze the ideas that motivate men and women. Second, it can contribute directly to that process of analysis.

Examine All Ideas

There is a vast difference between using a university to propagandize any particular set of ideas, and using a university to study all kinds of ideas. Unfortunately, the general public does not always make the essential distinction that is involved. I hope the time will never come when the University of Minnesota will in any way be hampered in its search for truth and in its critical evaluation of the currents of thought that are forever coursing through our social life. And certainly, the surest protection against the falsity of any doctrine is its exposure under the relentless examination of scholars whose training and background give them the perspective and the judgment to assess its worth.

Classrooms, however, are not the only centers of education, even on a university campus. The late President Lotus D. Coffman used to remark that it would be possible for a person to obtain a considerable education here at the university without ever registering for a class. He was referring, of course, to the richness of our extracurricular offerings. I am always disturbed when I find students who are devoting themselves assiduously to their textbooks and their classes, and who will probably get excellent grades, but who appear to have no wider interests than are represented in the credits they are striving to earn. I am confident that it pays in every respect for students to avail themselves of the convocations, the art gallery, the musical opportunities such as the opera, the Artists Course, and the symphony, the Student Forum, the theater, and all of the other programs that are presented for their enjoyment and edification. Frankly, nobody except a "know nothing" is more boring than a specialist who has no outlook beyond his specialty. I have come to realize, too, that in selecting men for positions it is usually important to pick those who can rub intellectual elbows with their fellow men. One can be interesting as well as scholarly, and interest follows from an appreciation of what goes on in the world in various spheres of activity. This is why I believe it is so necessary for the university to continue providing the cultural leadership that broadens the interest of the citizens of the state as well as of its own students.

Importance of the Teacher

Materials assets help, but they do not constitute a university. The oft-repeated quotation that an ideal university would be a student on one end of a log and Mark Hopkins on another goes to the other extreme, but it serves to emphasize the importance of the teacher and the teaching process. As colleges and universities have grown big, it is my feeling that there has been somewhat of a tendency to give less weight to sound teaching. All too often, I fear, academic promotions have gone to those who wrote books, or engaged in research, to the neglect of those who have been devoting themselves to creative classroom activity. I do not minimize writing and research; I merely observe that there is another function no less important—good teaching. It would seem to me highly profitable for us here at this university to undertake a systematic study of the teaching job we are doing. I have no doubt it would reveal that we are doing a good job; I would hope it would show how we might do a better one, and encourage us to do it.

My reference to the importance of the teacher should now be broadened to cover the scholar in general. In the last analysis, it is the quality of the staff that gives a university eminence. The unquestioned position of the University of Minnesota results from the reputations that have been earned by its professors—and I use that term inclusively. One has only to scan the list of those from our staff who are on leave for war-related service, or who have served as consultants while still

carrying their university duties, to realize how great has been the direct contribution of this university to the war effort. Perhaps the most difficult problem we have faced in the war years is that of trying to retain on the staff the men and women necessary to carry on the university's own work in the face of the pressures and the outright demands by governmental agencies that we release them. No theater of the war, no important governmental agency, is without a member of staff drawn from our ranks because of his special knowledge or specialized ability.

Must Rebuild Faculty

I have said the most difficult problem we have faced in recent months is keeping the nucleus of a staff. The most difficult problem my successor will face is that of rebuilding our faculty. The first task is to draw back those eminent members now on leave, many of whom will have countless opportunities and temptations to transfer to other positions when the war is over. In addition, it will be necessary to recruit new staff members to assume the load that increased enrollments will impose. This is not only the most important problem President Morrill will face, it is the most crucial, for the future of this institution hangs upon the success with which it is met. Unless our scholars return, and unless we attract new and promising young scholars, this institution ten years hence will have dropped from its present place of prestige. All that I have said earlier about the value of the university to the state depends upon maintaining the quality of staff we now possess. Make no mistake: we shall have a great university only so long as we have a staff of great scholars to carry on its work.

Function of Administration

I have mentioned teachers and research scholars and their contribution to the progress of the institution. I should mention, too, the administrative staff. Administration becomes a highly specialized function in a university as large as ours. On one point I am clear: that the purpose of administration is to provide the optimum conditions under which teachers and research workers can perform their functions. Administration is a device, a means for helping to achieve an objective; it must never become an end in itself. I do not believe that what we commonly call "the administration" can with propriety attempt to dictate concerning the specialized and intricate teaching or research processes. That is a function of the faculty. Likewise, I do not believe that teachers and researchers can or should perform general administrative functions, which are likewise intricate and specialized. To say this is not to deny that there are problems of mutual concern, and that both must function with understanding of the other's intents and purposes. Another difficult problem faced by all large colleges and universities, then, is how to keep open those channels of communication between administration and the teaching and research staffs so that mutual respect and confidence will be maintained and enhanced. No less important is the necessity of devising adequate channels of communication between student bodies and administrators. At the University of Minnesota we have a magnificent staff, we have a student body of whose attitudes and conduct we may well be proud, we have administrative officers who are unselfishly devoted to creating the conditions under which scholarship may flourish. I who am about to retire can say this without prejudice; I can also hope that a sound relationship between these several parts of our academic community will be maintained and strengthened.

Calls for Survey

In the twenty-four years of my association with Minnesota, the university and higher education generally have undergone a great transformation. The university has grown phenomenally in size, and this reflects directly the desire of the people of the state that their sons and daughters should have educational opportunities that will fit them for places of responsibility. This same desire is manifested in the people's support of other public and private institutions of higher education. An intricate educational pattern has emerged. In my judgment, the time has now come when we of this state should examine objectively and critically the educational program we are supporting. I had high hopes that the 1945 legislature would authorize such a study, and I joined with repre-

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sentatives of other educational institutions in urging passage of a bill that would have provided the resources necessary to undertake a state-wide survey of higher education. Unfortunately, this bill was not passed. The need which it proposed to meet still remains. I predict it will become constantly more acute. What should we in Minnesota be doing educationally? How well are we doing it now? What changes in educational thought and practice are called for as a result of the war? How adequately can we provide a desirable education for returning veterans? Are new types of institutions called for? These are typical questions pressing for an answer. Summarized, they become: What should be the state-wide plan for higher education in Minnesota?

Even though the legislature failed to provide the practical encouragement, it would be my hope that the university, in cooperation with the other colleges of the state, might on its own initiative undertake at least the preliminary studies that will help to guide our thinking. It would be unfortunate to allow the interest in these questions that was expressed during the ninety days of the legislative session to atrophy. Here is an opportunity for constructive leadership that should not be overlooked.

Examination of the purposes of higher education generally must be paralleled by institutional self-examination. It is my hope that studies such as those made of the curricula by our Committee on Educational Research will be expanded. This university has acquired an enviable reputation because of its educational studies, the results of which are quoted wherever educators gather to discuss their common problems. Sometimes, however, I become a bit discouraged because we do not with eagerness take the further step to incorporate in our practice the conclusions that the studies suggest. Perhaps I am too impatient. I know we have made significant innovations here, but we shall retain our leadership only as we continue to apply to ourselves the lessons we learn from our studies. I am encouraged by the interest already shown in broadening instruction through the emergence of more general programs of education, especially at the junior college level. Such programs, it seems to me, contribute to the awakening of that interest in life which I previously stressed. As antidotes to rigorous and early specialization, they are very important and merit far more exploration than we have given them to date, particularly in relation to professional courses. Curriculum reform as exemplified in new programs of general education is cited as but an example of the educational self-scrutiny in which we should continuously engage. As a final word in this connection, I hope we shall concern ourselves particularly with the educational lessons to be learned from the war. Education, if dynamic, must be sensitive to the social climate in which it flourishes. Surely, the impact of war has had its special meanings and its special significance for colleges and universities. It is incumbent upon us to ascertain what these are.

Wants Best Students

One further observation I have kept for the end. If educational institutions are to meet their obligations adequately, two conditions are necessary. I have stressed one: they must have eminent faculties. The other is that they must have as students the most promising young men and women available. We at Minnesota have an exceptional student body, but I am distressed whenever I recall that for every able student in our classrooms there are other potentially able high school graduates who never go on to college, here or elsewhere. You have heard those figures often: of students in this state who stand in the upper tenth of their high school graduating classes, only one in two goes on anywhere to higher education. Of those who graduate in the up-

per fifth of the high school classes, only one in three moves on to higher education. The ablest youth of this state in large numbers bring their training to an end at the high school level. I think this war in which we are engaged demonstrates beyond argument the importance to a nation of trained men and women. To me it appears as a mistake that as a country we have neglected to continue during the war years the training of an adequate supply of technical personnel. But whether this was a mistake or not, I am dogmatic in declaring that only as we develop in the postwar years the greatest resource we possess, can we as a nation maintain our undisputed power and eminence. That resource is our young manpower. As citizens of this state, no situation should challenge us more than the apparent waste or diversion of our ablest talent through failure to develop it to the fullest educationally. I say to you that our problem is not that so many students are in college, but that so many potential students of unquestioned competence are not there.

These are but a few of my impressions. As it is, the various points I have suggested are not, I fear, woven together into any very coherent form. Rather, I am reminded of my childhood, when I marvelled at the elephants in the circus parade. The semblance of a line of march was maintained by the thin thread of elephant trunk holding onto elephant tail. The length of the procession was dependent entirely upon the number of elephants. This suggests a parallel. I suspect my talk to you this morning possesses some of these elephantine qualities, and I can only hope that the fragile connection of idea to idea has not been so tenuous that all sense of line and direction has been lost.

Must Maintain Faith

In closing, let me revert to the war. We have been fighting to maintain our ideals and our form of civilization. We believe that our way of life insures for the individual the freedom that we cherish and that has made us, as a people, great. In the growth of our national life, the school, at all levels, has contributed to well-rounded good citizenship as perhaps no other institution has done. What I have been saying, by indirection and through impressions drawn from my life as an educator, is that the future vitality of this country is bound up with the future vitality of our educational system. We must maintain our faith in education in general; in particular, we must maintain our faith in the University of Minnesota.

There is a discarded stanza to the song that we so often sing as an expression of our faith in our country, "My Country 'tis of Thee." The discarded stanza pays tribute to education. I quote it as the summary and the conclusion of all that I have been saying:

Our glorious land today,
'Neath Education's sway,
Soars upward still.
Its halls of learning fair,
Whose bounties all may share,
Behold them everywhere,
On vale and hill.
May our glorious land, and our
glorious state as well, continue to
soar upward, "'Neath education's
sway!"

Would Re-route Campus Street

University of Minnesota regents hope that when the big postwar network of federal-state highways is built in Minnesota and passes through the Twin Cities, the Minneapolis street, Washington avenue, which passes through the campus, will be rerouted. They have urged postwar planning bodies to relocate the bridge that now crosses the Mississippi at Washington avenue about a third of a mile to the south, at the edge of the campus. Greater safety for the thousands of students and less interference with classes and delicate scientific instruments are among the main reasons given for desiring the change.