

MINNESOTA CHATS

Testing and Counseling Go Hand in Hand at University

EVERY entering University freshman takes four hours of tests as part of the two-day orientation program in August. These tests have nothing to do with admission; there's no such thing as failing. They are used simply to give members of the Student Counseling Bureau and the individual college counseling offices objective information about the student to help him plan his college career and vocational choice.

Each college has different test requirements. Arts college freshmen take tests of general scholastic ability, personality, and vocational interests. Incoming students in the Institute of Technology get tested in algebra and engineering. General College freshmen take a manual dexterity test.

The tests are machine scored faster than you can say "Minnesota Multiphasic Personality Inventory," so that by the morning of their second day of orientation students can talk over the previous day's test results with their adviser.

It isn't only freshmen who get tested at the "U." All SLA sopho-

mores take a general sophomore culture test before entering their junior year. Actually, the 150-odd different tests in the Student Counseling Bureau's files are available to any student who feels uncertain about his vocational choice or course of study. According to Wilbur L. Layton, assistant director, the Bureau counsels about 3,500 different students a year who pay nothing for this service beyond their regular incidental fee.

High school seniors can get the same thorough counseling service as regular "U" students, for just \$4.00. This is far below the cost of administration, which involves five to eight hours of tests and several hours of conference with a counselor.

Minnesota's Counseling Bureau is among the best known in the country. It has the largest counseling staff of any university. But while it administers more than half a million tests a year, its staff members still have time to give careful individual attention to the many students who come to the Bureau for vocational, academic, or emotional guidance.

'U' Greets Newcomers During Welcome Week

THE UNIVERSITY greeted over 4,000 newcomers during this year's Welcome Week, the annual get-acquainted period preceding fall quarter. The week of September 21-28 was set aside to introduce new students to the University's traditions, services, and opportunities—as well as faculty and fellow students.

Edmund G. Williamson, Dean of Students, explains the value of Welcome Week this way:

"This year as in the past the University has helped freshmen make the difficult transition from high school to college and to become part of the academic and social life of the University as soon and as smoothly as possible."

To open the week Sunday, September 21, the YMCA-YWCA held an informal pep fest and dance. Convocations outlined the University's personnel services, organization of colleges, and cultural and religious groups on campus.

Students had a chance to meet faculty members at a "how to study" session and a meeting on special services available to University members.

Recreational facilities were shown to the new students by the Union Board of Governors at "Coffman Caper." Later in the week religious foundations played host at a church night, and U sororities and fraternities entertained at Greek night. Social activities included an afternoon on the St. Paul campus for games, a smorgasbord supper and "Blue Jean Ball," a banquet in Coffman Union followed by the "New Student Talent Show," the traditional "Big Sister" tea, and the "Welcome Whirl."

This group of incoming freshmen is taking a personality inventory as part of the regular two-day orientation program at the University. Supervising the test is Wilbur Layton, assistant director of the University Counseling Bureau.



University to Get South Asia Library

Gift from St. Paul publisher will aid scholars

NOW open for public use is the Ames Library of South Asia, which will one day belong to the University of Minnesota. The library—a unique regional collection of books, maps, charts, and other materials on South Asia—was accepted by the University's Board of Regents last July as a gift at some future date.

Donor of the library is Charles Lesley Ames, vice president of the West Publishing Company of St. Paul. The collection represents his 45 years of continuously accumulating material on Pakistan, Afghanistan, India, Ceylon, and Burma from sources all over the world.

Mr. Ames first grew interested in Indian history in 1907 when, on a European cruise, he began reading about the notorious Sepoy Mutiny of 1857. Spurred by his interest in the bloody Indian uprising which cost more than 100,000 lives, the St. Paul publisher began building his extensive collection. It is now reputed generally to be among the finest and largest specialized libraries on South Asia, and especially on India, in the United States.

Commenting on the gift of the library to the University, President Morrill said:

"The scholarly interest and competence of Mr. Ames are reflected in the

library-collection which is recognized as a notable and most authoritative resource for Indian and South Asian research and study. His generous gift is significant not only to the University and the State of Minnesota but likewise to the whole realm of academic enterprise."

INCLUDED in the Ames collection are many treasures for the student of India. Among these is a complete 1931 census of India which, Mr. Ames points out, is a great and now extremely rare anthropological document. Other prizes are such sets as "The Journal of the Asiatic Society of Bengal," and gazetteers of geographical units down to districts.

Prized among the hundreds of maps is a colored English military map of the Indian mutiny area. It was the personal map of Lord Canning, governor general of India at the time of the Sepoy uprising. A small reproduction of this very map was used as an illustration in the book that started Mr. Ames on his quest.

The Ames Library has recently been moved into a modern, elaborately equipped one-story building adjoining the Ames estate, Blue Gentian Farm, in Egan township, Dakota county—about a half-hour drive from the University's Minneapolis campus.

The new library building is on Blue Gentian Road, one-half mile east of Highway 49.

The collection, which was overflowing six rooms of Mr. Ames' home and two rooms of his gate house, now occupies about one-half of the 2,500 feet of shelf space in the new building. Special cases and display racks accommodate the many extremely rare maps. Air-conditioned and illuminated with indirect lighting throughout, the library includes a number of museum art pieces brought from India. Miss Margaret Horn, a graduate of the University's library school, is librarian and is assisted by a staff of three.

To insure that his collection will be maintained permanently as a specialized regional unit, Mr. Ames has had the library incorporated as an educational institution, with three trustees and himself as president.

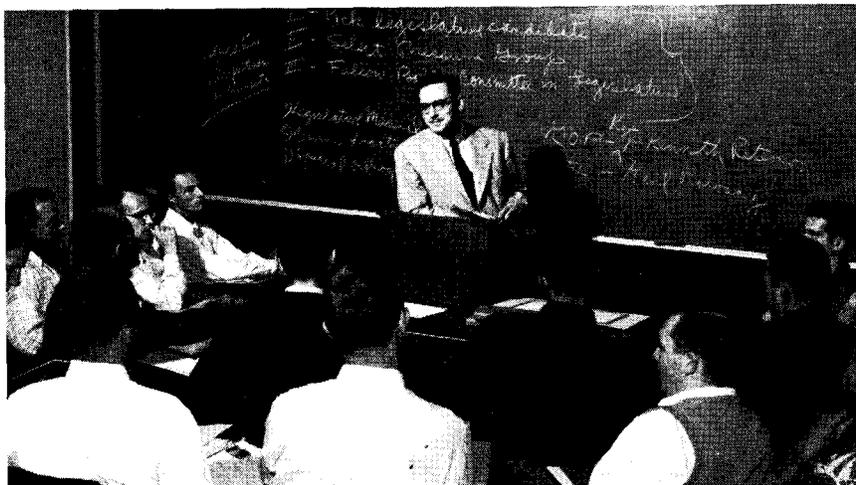
Under the terms of the gift to the Regents, the Ames Library will become a specialized unit of the University libraries some time on or before June 29, 1961. Meanwhile, the collection will remain in its present building and the founder and trustees will continue expanding the library which now contains thousands of books and periodicals and hundreds of maps and charts.

Interior view of the Ames South Asia library; Mr. Ames is at left with his back to the camera. Note maps on wall.



*Their homework
is fieldwork . . .*

Students learn first-hand about **PRACTICAL POLITICS**



Students in Political Science 51 get briefed by Professor Arthur Naftalin before they go out into the field to do their practical work for the course.

ALL during October, 14 University students have been out interviewing candidates for the state legislature, helping them in their campaigns, ringing door-bells, addressing envelopes, and writing up a running account of their activities. They are students in Fieldwork in Politics, a unique course in political parties which has no textbook or final exam.

Aimed at giving students a working understanding of political organization at the local level, the course is taught by Arthur E. Naftalin, associate professor of political science. The students meet once a week for class discussion, but the main part of their work is spent "in the field" and writing three long papers summarizing what they have actually learned about a specific candidate, a pressure group, and a single committee in the state legislature.

At the beginning of this quarter each of the 14 students chose a candidate he could willingly support for election to the state legislature. Then he had to scour the candidate's district and find out all about it—its minority and nationality groups, income levels, past voting records.

"It's amazing," says Professor Naftalin, "how quickly the students get a full sense of the district's political set-up."

Then the students concentrated on the candidates themselves. "The candidates see these are honest students

who aren't trying to 'throw any curves,'" says Naftalin "—And they're usually delighted at the chance to get volunteer help."

While students don't ordinarily become full-fledged campaign managers they *have* done everything else — from writing publicity releases and licking envelopes to arranging meetings and soliciting votes door-to-door.

By the end of October each student will have found out all about his candidate in a series of interviews—even down to some pertinent details of his private life (Married? Income? Children? Summer home?)—and particularly his stand on major campaign issues.

After digging up all this information, each student faces the job of finding out who is backing his candidate financially, what publicity techniques are used in the campaign, who helped run the show.

AFTER the fateful first Tuesday in November an election post-mortem will be held, and each student will try to estimate why his man won or lost, how the campaign could have been improved, and in what districts the candidate showed greatest and least strength. All this hard-gleaned information will be summarized in a written report prepared by each student with the aid of a long question sheet designed by Naftalin.

Next on the class agenda is the study of a special interest or pressure group — whether it be conservation, education, or mental health, the American Legion or the Minnesota Wine and Spirits Institute. Student reports on this project will discuss the history, organization, financing, publicity, and lobbying techniques of their pet pressure groups.

By winter quarter the Minnesota state legislature will have begun its sessions. The third and final big assignment will be to choose a particular committee of the legislature and follow its treatment of a specific bill — when possible one in which the student's pressure group has a direct interest.

"I tell the class to beat it over to the Capitol to attend the opening session and committee caucuses and clip newspaper accounts of legislation and procedure," says Naftalin with a grin. "These kids are all the time on street-cars to the Capitol and back. They sit in on all meetings of their committee; they get to know most of the legislators by name, and even strike up brief friendships with Capitol guards. In this way they get a sense of committee functioning you just can't get from books."

After many treks to St. Paul, plus some sober thought, the students write reports which are not debates

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Politics

continued from previous page
on the pros and cons of the bill but outlines of how a bill gets to be a law . . . Who introduces it and how? How is it referred to committee? How is it brought to the floor and what action is taken on it?

The actual class sessions are conducted round-robin style, with each student sharing his experiences. Occasionally, guest lecturers from the major parties talk to the class.

“**T**HOUGH this is a practical course in politics, naturally some theoretical questions are bound to develop out of the fieldwork,” says Naftalin. “We discuss these at length in class. Questions like: how much should representatives reflect their constituents’ opinions and how much should they consult their own convictions? How much power should a majority have? How have press, radio, and television influenced legislation?”

The students in past years have continued going to legislative sessions long after the course is over in March. In fact, many of them have continued their interest in politics and even run for office after taking this course. But its purpose, Naftalin makes it clear, is not to create or recruit candidates.

Naftalin himself tries to keep the course nonpartisan. He makes it plain that he himself is a Democrat

and has participated extensively in politics — formerly as secretary to Hubert Humphrey, now as vice chairman of the Hennepin county Democratic-Farmer-Labor party.

However, the fairness with which he teaches the course was noted in a recent nationwide survey of university courses in practical politics. The authors of this report to the Citizenship Clearing House, affiliated with the New York University Law Center, say, “It is significant to record that all present and former students [in Political Science 51-52] interviewed agreed that the professor’s well known political views did not in the least interfere with the conduct of the course. Those who were Republicans testified specifically to the fairness with which they and their political views were treated.”

Although all students interviewed for this survey said the course took more time than any other they had taken at the University, many of them said it was the most valuable. “The fact that students will give up so much of their leisure time to political participation,” the report concludes, “is an indication of how strong a hold such courses as this can get on those who take them.” The report adds that Professor Naftalin’s course “applies the fieldwork idea more thoroughly than any other course we have observed.”

President Morrill Plans Visit to Southern Minnesota

Parents of University students who live in Worthington and Mountain Lake will be able to hear President James Lewis Morrill talk about the University’s policies and plans on November 5 and 6.

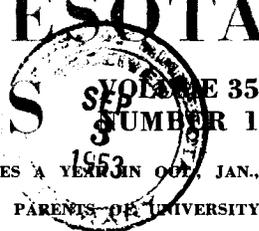
In a trip that will take him to three southwestern Minnesota communities, the University president will stop at Worthington and Windom on November 5 to meet with county agents, county commissioners, and local agricultural leaders.

The evening of November 5 will find President Morrill in Worthington, where, after an alumni dinner, he will address an open meeting in the Worthington Junior High School at 8:00 p.m. Parents of students are invited to this evening meeting.

Parents will also be welcome at a similar meeting at 8:00 p.m. in the Mountain Lake High School on November 6. The Mountain Lake meeting will follow a day of conferences by the president with agricultural and community leaders.

The president’s trip was planned after his successful visit last year to several communities in south central Minnesota, and after an October visit to Grand Rapids where he spoke about the goals and problems of the University.

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MINNESOTA CHATS

A Message from President Morrill

To the Parents of University Students:

Among our citizens and taxpayers, no group has a greater stake in the University than the parents of our students. And I have observed with gratification again and again that no other group is better informed of the University's needs or more understanding of its problems. This open letter is addressed to parents in order to "keep them posted" on the very important requests which the University Regents and administration will shortly make to the State Legislature.

This is, as you know, a "legislative year" — the biennial occasion when the University must account for its activities and expenditures, and renew its request for state support to the Legislature and people of the state.

It is, properly, a critical time — and it is an anxious one. The responsibility of University "spokesmanship" rests heavily upon the Regents and the administration. "The advancement of learning . . . the instruction of the youth of the state" are at stake. Their needs and meaning must be reinterpreted to the democratically chosen representatives of the citizens and taxpayers upon whose interest and understanding the University must rely for its basic maintenance, its ongoing, and improvement.

The sums asked are large — millions more for 1953-55 than were appropriated for the current biennium.

Prices for everything the University must buy have risen steadily, and the cost of living continues to mount. New buildings, including the magnificent Mayo Memorial, must be staffed and serviced. Academic and civil service salary increases are likewise required to meet the higher cost of living, and for "merit and promotions."

Student enrollment, estimated by both the University and the last legislature at an average of 17,000 annually during the current biennium, will be 18,800 at least for each year of the coming biennium. Right now it exceeds 19,000. Despite enrollment this year and last considerably exceeding the 17,000 average estimate, the University has found it necessary to eliminate the equivalent of approximately 311 full-time positions, at an estimated saving of \$1,330,000. Departmental and divisional requests for restored and needed new positions far exceed this amount. New space needs asked by the staff exceed \$35,000,000; the Regents feel they cannot request even a third of that amount.

THE Regents' legislative requests represent a compromise — a conscientious compromise as between the documented needs of the University and the practical attempt to make some realistic appraisal of the financial situation of the state and of the legislature's ability to provide institutional support.

These requests must likewise look to the future, for the future is the principal concern of the University. Its students are the citizens of tomorrow. Its research is the discovery of new knowledge (or the re-interpretation of old) for the uses of the future. Based on birthrate statistics, our enrollment will exceed 30,000 in the early 1960's.

So vital is the training of Minnesota youth for citizenship and competence, so productive the potential of research for the wealth and welfare of the state, that well it can be said: the measure of support given the University is, in truth, the measure of the people's faith in their own future.

J. L. MORRILL, President

SUMMARY OF LEGISLATIVE REQUESTS — Biennium 1953-55

CATEGORY	APPROPRIATION	PROPOSED APPROPRIATION	
	1952-53	1953-54	1954-55
General Maintenance	\$14,236,654	\$17,215,793	\$17,537,505
Special Appropriations	1,096,500	1,446,000	1,446,000
University Hospitals	1,427,820	1,550,166	2,279,225
Buildings — 1951-53	2,095,690		
Buildings — 1953-55		10,428,000	

NOTE: A copy of the Needs of the University for the Biennium 1953-55, prepared for the 1953 Legislature, has been mailed to all parents of University students. It will be appreciated if you will share the copy that you have recently received with your friends and neighbors.



O.T.

Occupational therapy trains students, rehabilitates patients

A CERTAIN JOB awaits any student graduating from the University in occupational therapy, because right now the demand for therapists far exceeds the supply.

"About 5,500 registered therapists are needed all over the country," Borghild Hansen, director of occupational therapy, tells you as you sit in her office in Temporary West of Hospitals. "But the 26 colleges and universities which offer OT only turn out 395 therapists a year. Here at Minnesota we graduate about 24 each year, a couple of them men."

Before you set out to explore the U's occupational therapy facilities, Miss Hansen informs you that OT began at the University about seven years ago, in response to student petition. Students spend their first two years in the Arts college taking a course which includes basic sciences, psychology and sociology, and some work in manual arts and skills. In the junior year, they transfer to the medical school for specialized courses like neurology and psychiatry, systemic anatomy, tuberculosis and its control, orthopedics. They also get straight theory and techniques of occupational therapy and must do ten months of clinical work for a degree.

What does the therapist need? "A rather rare combination of things," Miss Hansen avers . . . "interest in people, and a desire to help them plus proficiency in sciences, and manual and artistic skills."

As you walk down the corridor to the OT students' laboratory, Miss Hansen explains the purpose of occupational therapy at the University. "We're part of the department of physical medicine and rehabilitation. We provide activities that go hand in hand with physical therapy — activities that sustain the patient's interest, change his attitude, and at the same time teach him to regain use of impaired muscles and joints. We have a double job — teaching students and supervising the staff therapists who work with patients at University hospitals."

By now you've reached room 206, the students' laboratory, where there are woodworking and power tools, and a small section is reserved for ceramics. Students here,

Photos, reading down: A little girl plays with a dollhouse (Heart Hospital) . . . OT student, patient have an odd checker game . . . OT student gives patient practice in dexterity . . . Therapist teaches metalwork to boy in Heart Hospital . . . Instructor and student check plate carved by U Hospitals patient. Photos by Wayne Adams.

Miss Hansen says, not only perfect their skills, but also make useful things in the process, like specially designed bed tables of convenient height for patients.

DOWNSTAIRS in room 104 of the temporary is the OT clinic, whence issue materials for the bedside activity of U hospitals patients — including games for children.

The clinic is a room full of strange equipment, all of which has a double purpose. A checker board looks unlike any you've ever seen. Over the pegs that stick up from each square are fitted "checkers" of strange, irregular shapes. Object: to encourage dexterity and to develop muscles of patients with arthritis or arm burns by having them grasp and lift objects of many shapes. At the same time, it's also a game.

Then you see something that looks like a cross between a bicycle and a power saw. The patient operates the saw by sitting on the bicycle seat and pumping the pedals, thus sawing a piece of wood and exercising his leg muscles at the same time.

Other ingenious devices include a treadle sander, worked by foot pedals like those on an old-fashioned sewing machine, and a small hand-operated printing press built with a high handle to exercise shoulder muscles.

At a table a woman with polio is making a set of place-mats on a huge hand loom. Another patient with a mending broken neck develops his arm and neck muscles by stretching to pull threads taut on a belt he's weaving.

ACROSS the yard from the temporary is the Heart Hospital. The children's playroom has a special flavor. No roughhouse here! But though the kids are a little restricted in their activity, they get a sense of freedom because they can help themselves to any toy from a huge pile — children's books, dolls, and quiet games.

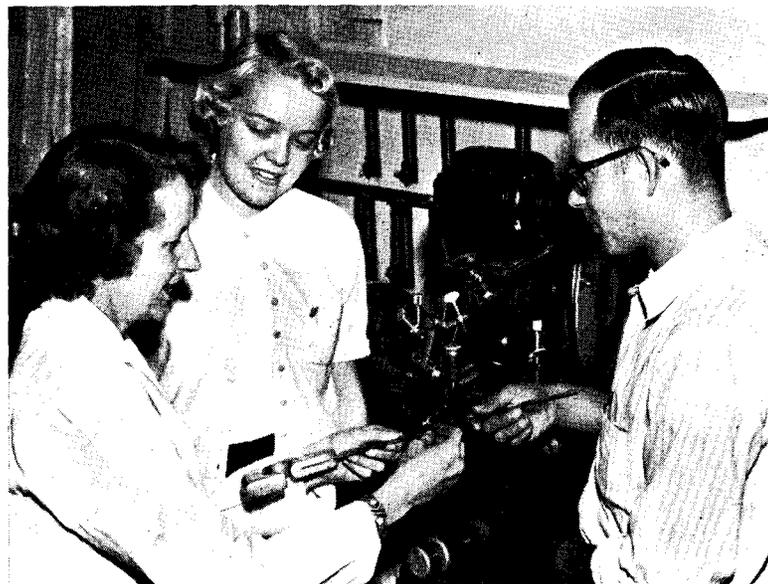
"Therapy at the Heart Hospital isn't only aimed at children," Miss Hansen tells you. OT runs the patients' library, and the student therapists try to do things for the adult patients who are sometimes overlooked. Recently sophomore OT students put on a mock TV minstrel show which the adults "just loved."

In the occupational therapy room on the first floor student interns under direction of a full-time therapist teach drafting and woodwork; they also show patients how to work with the lapidary tools and the rich array of semi-precious stones.

Next you go by elevator to the sixth floor of U hospitals where Station 60 — the psychiatric section — has its own OT unit. "This is one of the most demanding and satisfying places to work," Miss Hansen says. "Many of the patients here have very high native intelligence, and they make beautiful things." She illustrates by showing you an unbelievably delicate placemat threaded with silver.

The first thing you notice is a big easel which holds a very competent flower painting. "Anyone referred from the station to OT can come in here and splash with water or oil paints. Many find clay modeling soothing. There's always a lot of linoleum carving and blockprint-making.

"What we do here," she continues, "is really *attitude* therapy — trying to get the patients to feel differently about themselves and others, to work out their hostility on *things*, rather than on people. The therapy is suited to the nature of the illness, which means the therapist must read up on each patient to know what's best for him. The psychiatrist prescribes the attitude to assume.



OT director Borghild Hansen shows students how to use a saw-file so they, in turn, can teach this to patients.

"It would never do, for instance, to try to cheer up a very depressed patient. It just wouldn't work," she says. "We put depressed people to hammering metal ashtrays or sanding tables. This helps get rid of their hostility.

"Those varnished wooden tables over there have been sanded to death hundreds of times!"

Projects in Station 60 extend beyond the confines of the OT room. With the help of therapists, patients in this section have had professional dancers give them dancing instruction, and have held teas for the staff. The patients even put out a mimeographed newsletter, "60 Cycles."

BY THIS TIME you have begun to realize how scattered the U's therapy units are. You can see why Miss Hansen talks about the happy day in 1954 when OT along with the rest of physical medicine will consolidate and expand its services on the seventh and eighth floors of the Mayo Memorial Medical Center, the new fourteen-story building now under construction at the University.

Then the department will have its own living room and kitchen to show handicapped patients how to get around in their own homes with maximum efficiency. There will also be facilities for sewing and tailoring, floor-loom for the exercise they provide, areas for woodworking, metal-work, and minor crafts. Patients will get pre-vocational training on the eighth floor. Miss Hansen concludes, "Our goal is to get people with handicaps back into homes or offices and factories in useful lives again."

Annual Report Tells of Lectures, Meetings Offered to U Students

LEARNING at the University is not confined to the classroom, according to an annual report on lectures and meetings for the 1951-52 school year announced by the office of Malcolm M. Willey, Vice President, Academic Administration.

During that time the *Minnesota Daily* announced 1,780 programs and meetings to be held on campus in addition to usual classroom lectures. These involved 1,290 individual lecturers or performers. Of these, 385 were from the University staff, 200 were students, and 705 were from off campus.

Perhaps the most publicized programs are convocations, which are hour long programs held every Thursday morning while school is in session. The 26 programs, spread over the 1951-52 school year, cost the department of concerts and lectures \$4,465—about \$1,500 more than was spent the previous year. This increase reflects the students' desire for "big name" convocations, such as the one last year featuring the noted actor, Charles Laughton. The same emphasis on "big names" was evident this fall quarter with performances by the First Piano Quartet and the Ballet Russe de Monte Carlo.

James S. Lombard, director of concerts and lectures, balances the cost of these special attractions with non-expense programs featuring the Minneapolis Symphony Orchestra in rehearsal and student discussions. This year, for the first time there is a small charge for the most costly programs.

In addition to convocations, the department of concerts and lectures finances a group of special lectures to meet the needs and interests of various University departments. A chronological listing begins with a talk by the assistant secretary of state on "The World Economic Outlook," and the last item is a program in which Governor Anderson and representatives of the Lakers basketball team participated, on "Basketball, Fun and Profession." In between there was something for everybody, from lectures on "Plant Hormones and Their Uses" to "Industry in the Twin Cities."

A few of the well-known visitors to the campus during 1951-52 included Sir Oliver S. Franks, British ambassador; Dr. Walter H. Judd, congressman; Mrs. Eugenie Anderson, ambassador to Denmark; Charles E. Wilson, director of defense mobilization; George Gallup of the Gallup Poll.

New Library Building On St. Paul Campus Dedicated January 14

Dedication ceremonies for the recently completed University library building on St. Paul campus were held January 14.

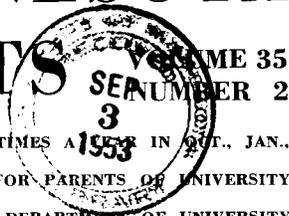
Guest speaker at the dinner preceding the dedication was President Henry Schmitz of the University of Washington and former Dean of the College of Agriculture at Minnesota. The dedication ceremony took place in Coffey Hall auditorium where the speaker was President J. A. Hannah of Michigan State College. Outstanding Achievement awards were presented to six prominent University agricultural alumni.

The new library has an exterior of brick and is built on functional lines. It contains all new furnishings of natural birch and is lighted by fluorescent strips.

The ground floor houses stacks and the reserve room; first floor, reading room, administrative offices, and circulation counter; second floor, periodicals and government documents; third floor, "penthouse" with seminar rooms. Funds for the \$713,000 building were set aside by the 1949 and 1951 state legislatures. Construction on the building began the summer of 1951, and the staff had the library in operation by fall quarter of 1952.

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MINNESOTA CHATS

A Parents Day Message

To the Parents of
University Students:

Once again, April is here with us; the campus is beginning to put on its new spring wardrobe; it is time once more for our annual Parents Day celebration.

I am always very eager to welcome the parents of our students to their University. It is indeed a sobering responsibility you fathers and mothers have delegated to us: to provide for the education, health, and personal welfare of your children. Parents Day gives us of the University staff the chance to show you how seriously we are trying to fulfill this trust.

I hope you will visit our campuses on April 16, go with your sons and daughters into their classrooms, listen to their instructors, browse through the buildings in which they spend their working—and playing—hours.

It has become a most pleasant tradition that the Parents Day Convocation be devoted to a concert by the 300-voice University Chorus, accompanied by the University Symphony Orchestra. These gifted young students will again perform in Northrop Memorial Auditorium, this year offering the stirring Haydn Mass No. 2 in C, "Mass in Time of War." I

hope a great many of you will attend this convocation.

As always on Parents Day, luncheons will allow parents to spend some time just relaxing with their sons and daughters. These gatherings will range from the small get-togethers in fraternities and sororities, to large luncheons in dormitories and in the Coffman Memorial Union.

Many of you are undoubtedly familiar with the University. You may have come here for previous Parents Day celebrations, for symphony or opera performances or play productions. But to some of you the University must, understandably, be simply a distant abstraction—important because your son or daughter attends it, but otherwise unfamiliar.

Parents Day gives you the opportunity to get the feel of the University—to see what it looks like, but more important, to understand what it means to the students who come to it, what it means in the life of your own children. I hope there will be a great many of you here on April 16.



Here's Your Calendar for PARENTS DAY April 16

All parents are urged to register on arriving, at desks in Coffman Union and Northrop Auditorium.

8:30-11:20 a.m. Parents are invited to attend classes and browse through University buildings.

11:30 a.m.-12:20 p.m. *Parents Day Convocation* in Northrop Auditorium. All-music program, featuring the "U" Chorus and Symphony in the Haydn Mass No. 2 in C.

12:30 p.m. *Luncheons*: Students and parents are invited to a special Parents Day luncheon in the Main Ballroom of Coffman Memorial Union. For tickets at \$1.25 each, use order blank on this page.

Parents can join their sons and daughters for luncheon at Comstock, Sanford, Pioneer, or Centennial residence halls, or at sororities, fraternities, and campus cafeterias.

2:00 p.m. *Important radio message* from President Morrill to students and parents over KUOM.

2:00-4:00 p.m. *Open house* for parents at religious foundations, dormitories, and campus buildings, including the Museum of Natural History, "U" Gallery, Students' Health Service, Library, Union.

PARENTS DAY LUNCHEON TICKET ORDER FORM

Department of University Relations
213 Administration Building
University of Minnesota—Minneapolis

Please send me _____ tickets to the Parents Day luncheon in Coffman Memorial Union at \$1.25 each. I enclose my check_____, money order_____.

Name (Please print) _____

Address _____
(Street and No.) (City) (Zone) (State)

KUOM Coverage

For the benefit of parents who cannot come to the University April 16, the "U" radio station KUOM (770) will carry many Parents Day events and special broadcasts.

IT work-study students learn wh

Going to School

Richardson and Prof. Algren get in a huddle over the report that Paul will write spring quarter while he's working at Honeywell.

dustry, and some that can be taught better in school. A man's total education comes from a variety of experiences—only some of which are best gained in an educational institution."

Industry is a classroom

Industrial training is as diversified as possible with students shifting to different jobs each work quarter until they find something they really like. Students have held jobs in machine design, drafting, time-study, quality control, accounting and bookkeeping, etc. "Boys are placed in jobs where they can put some of their school-book theory to practice," Algren explains.

A company usually starts students in jobs basic to every industry like production or quality control for two or three quarters. After that the boy is allowed to choose his work. One boy was interested in personnel work, so his sponsoring company had him hiring company employees in the per-

Using a test flame, Paul prepares to inspect a valve. Photos courtesy of Minneapolis Honeywell Regulator Co.

IT'S NOT at all surprising that engineering senior Paul Richardson "goes to school" at a Minneapolis Honeywell plant.

Ever since the Institute of Technology started its cooperative work-study program three years ago, IT students have been spending quarters at a time in large industrial plants—and getting school credits for their work.

The work-study program is just what its name indicates, a five year course of study, the last three years of which are spent alternating a quarter in industry with a quarter in school.

Mechanical engineering professor Axel B. Algren, coordinator of the program, considers the course a type of scholarship that makes it possible for boys to continue University studies. He says, "Usually a boy goes into work-study for one of two reasons: for experience and training or for money that will help him pay his way through school. We now have 80 students in work-study, and about 40 enter every year. A boy's first two years are spent in school taking regular engineering courses and learning how to get along with fellow students. Then he begins rotating work and school."

Although the program only started at Minnesota in 1950, the idea has been practiced at other schools for about 30 years. A group of Minne-

sota IT instructors long had been thinking about the plan, but it was not spelled out fully until Athelstan F. Spilhaus became dean of IT. "So far it is confined to mechanical and industrial engineering, but I have hopes that it will be made available to chemical and electrical engineering students soon," Algren says.

How the plan works

During the middle of his sophomore year a student applies for admittance to the program. After a series of interviews with "U" instructors and industry representatives he gets an industrial assignment—these are made only once a year at the end of spring quarter. At present he can choose his place of work from among 16 cooperating companies.

Each student has an alternate—one is in school while the other is in industry. Whether in school or industry a student registers every quarter and has normal student privileges including admittance to campus activities.

How does this add up academically? Students write a report each quarter on the job, and receive three credits for each of the six quarters they work.

"The work-study degree is in no sense a 'watered-down' degree," says Dean Spilhaus, "just because a student spends half of his last three years out of school. There are some things that are taught better in in-



Industry

sonnel office for a quarter. Another student doing research work at Minneapolis Honeywell was sent to White Sands, New Mexico, to participate in testing a secret research project.

A couple of students managed to get their industrial assignments at Coolerator, in Duluth, right in their home town, so they can live at home during their work quarters.

Algren says that the program was originally begun to boost Minnesota industry, but has now spread throughout the upper midwest area with two students working at the Kellogg Company at Battle Creek, Mich. Other cooperating companies include: American Hoist and Derrick Co., Coolerator Co., Donaldson Co. Inc., Electric Machinery and Mfg. Co., General Mills Inc., Minneapolis Honeywell, Minnesota Mining and Mfg., Minneapolis Moline, Northern States Power, Pillsbury Mills Inc., Scott Atwater Co., Seeger Refrigerator Co., Toro Manufacturing Co., Wilson Co., Wood Conversion Co.

As part of class work during his school quarters, Richardson takes a turn explaining a diagram to some classmates. Work-study students carry on their program all year either in school or in industry, even in summer.



What the student gains

Work-study students have organized into what they call the Minnesota Society of Work-Study Students. President of the group is IT senior Milton Frisch of Rhinelander, Wis., who works at Minnesota Mining. Monthly meetings provide exchange

of technical knowledge, suggestions for improvement of the program, and a sounding board for Algren's questions about industry.

In student Frisch's estimation boys participating in the program are 100 per cent enthusiastic about it. "And when we talk to former grads who are now in industry, they just wish they had a chance to get in on this deal. We figure we're a jump ahead of regular engineering graduates because we already have that important experience in industry," Frisch says.

Advantages have proved great to the student as well as the company. Prospective engineers get experience and training and a means of financing school work. They also can find out what types of work they like and dislike. "At the end of the course of study, industry gains a well-trained, industry-oriented engineer who usually will stick with his sponsoring company," says Algren. The first work-study class will graduate this spring, and predictions indicate a 70 per cent placement in sponsoring companies.

"Right now, industry wants more students than the engineering school can supply," Algren says. "Students completing the course are assured of a good job."

Every work quarter Paul holds a different job. Below left, with slide rule and drawing tools, he concentrates on a drafting problem in the design department. Right, in inspection he checks metal parts using a micrometer.



"U" Travel Bureau Helps Students Plan Trips Abroad

Students who are planning trips abroad can take their travel problems to a new free travel information bureau just organized at the University. Directed by Peter Wiggins, former "U" student, it was set up in room 213 Coffman Union by the All-University Congress, student governing group, to aid students operating on a limited budget.

Wiggins has data on 30 or 40 foreign tours sponsored by such groups as the American Youth Hostels, YMCA and YWCA, American Youth Abroad, the National Student Association, religious groups, and commercial agencies—ranging in cost from \$600 to \$1700.

Tours available include seminar groups for informal study of art, music, architecture, labor organizations of various countries, and tours which visit points of religious interest.

On service tours students can do volunteer work in camps or on construction projects and at the same time become acquainted with a country. Many foreign universities offer summer study programs or scholarships for American students. Sight-seers can take a regular tour or join the hostel movement to bicycle through Europe.

Intercampus Trolley Stars in Charter Day Convocation Play

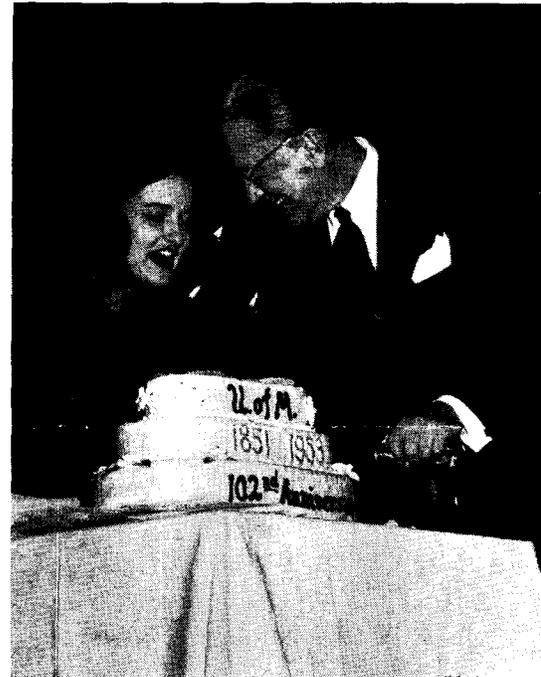
A play presented at Charter Day convocation topped University Week festivities as the "U" celebrated its 102nd birthday Feb. 26.

The play, "A Streetcar Named Intercampus," had as its "star" the familiar intercampus trolley, a cardboard version of which appeared in the play complete with conductor.

The plot revolved around a student played by Kit Onsgard, Education '53, and an instructor, played by Irv Fink, KUOM production director, who start a conversation about the "U" as they wait for the trolley from the Minneapolis to the St. Paul campus.

While they wait, their talk wanders to campus scenes which are acted out in good-natured satire by members of the University Radio Guild and Theatre. Vignettes showed a Phi Beta Kappa going through the "U" Testing Bureau, a football scene, traffic problems of a big city campus, typical classroom scenes. A dance sequence by Robert Moulton, instructor in speech and theatre arts, pictured a student frantically searching for a book in confusing old Burton Hall library.

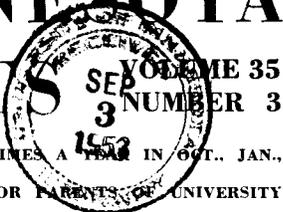
The play was directed by Phillip J. Smith, instructor in speech and theatre arts, and his assistant was Tad Ware, Arts '53.



Both President J. L. Morrill and Kit Onsgard, Ed. '53, seem to enjoy cutting the University's birthday cake.

As the play ended, the trolley again entered carrying a surprise birthday cake for the University. In accepting the cake, President Morrill invited members of the audience to join him on stage and share the huge 25-pound cake. Several hundred students promptly did!

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MINNESOTA CHATS



Dressed in gold satin robes and maroon hats and carrying college banners, marshals Eunice White and Shirley Svoboda lead Business Administration graduates from Northrop field into the stadium. Below, as 30,000 spectators look on, the graduates await their turns to march up onto the stage to receive their degrees.

Hundreds Work to Make “U” Commencement Successful

THE UNIVERSITY'S June 13 commencement was much more than the breathtaking spectacle of thousands of robed graduates participating in a great academic tradition. Behind this smoothly running production, hundreds of University staff members worked for months planning the ceremonies, setting the stage, and even holding rehearsals.

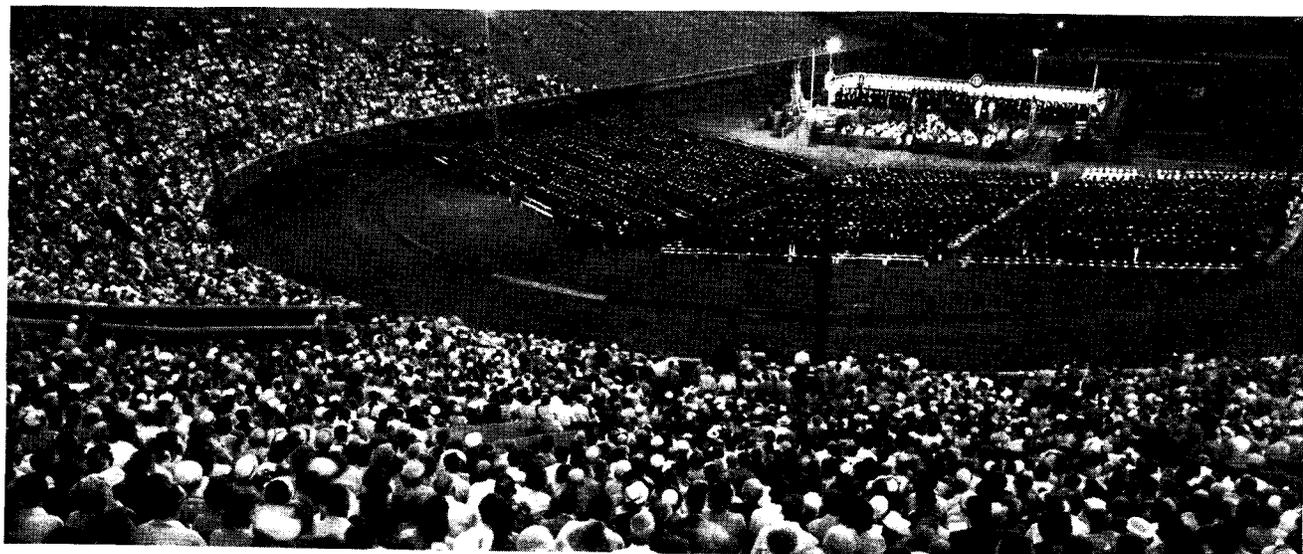
Months ago the Department of Admissions and Records and the Graduate School started the ball rolling by providing a list of eligible graduates to the Department of University Relations, which, under director William L. Nunn, was responsible for all commencement arrangements. Each graduate on the list was sent an envelope containing commencement announcements, parking cards, rain tickets, and a set of directions for the exercises.

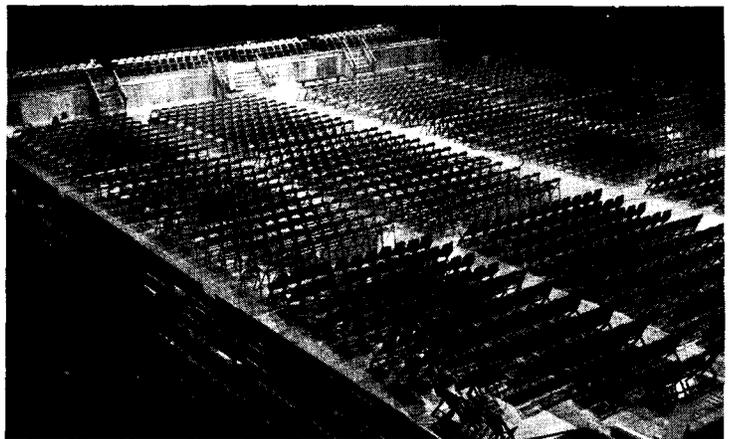
By the end of May the list of names had been given to the Printing Department to be used in a 64-page commencement bulletin which also contained the order of events for the exercises. University Relations planned the program for commencement, including arrangements for President Morrill's speech, the band, minister for the invocation, soloists, and color guard, and saw to it that all faculty members participating in the program were notified.

While this hectic preparation was going on in the offices of University Relations, out in Memorial Stadium a major construction job was taking place.

Ten days before commencement, crews of carpenters, electricians, and

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Chairs filled the basketball floor at Williams Arena where a duplicate setup for graduation was arranged in case of rain. Left, University carpenters put finishing touches on benches in Memorial Stadium where graduates sat during commencement.

mechanics under the direction of Joseph Leverone, custodial supervisor, Physical Plant Department, started to transform the football field. They dug wood sections out of storage to make an 80 by 27 foot stage and assembled them near the 30-yard line. Stairways and a bandstand were added, and in front of the stage, toward the bowl end of the stadium, benches were set up to seat the 2600 graduates.

Huge spotlights anchored on tall poles flanked the stage, and other lights were placed high in the bleachers of the stadium. A "light rehearsal" was even called a few nights before commencement, and the spots were checked by Elmer Johnson, professor and assistant dean of electrical engineering.

Audio-visual Education took charge of setting up loudspeakers and microphones. Another Physical Plant crew brought in spraying equipment to rid the stadium of mosquitoes. While all these last-minute preparations were going on, the stadium was under constant surveillance by the Department of Protection and Investigation in case of fire or theft. (These same P. and I. policemen directed traffic on the night of commencement.)

The morning of the exercises the stage was given finishing touches. Golden drapes were hung as a backdrop for the colorful ceremonies. A local nursery rushed in small trees to

landscape the stage, and chairs were set up on stage for faculty members.

Meanwhile, across the street in Williams Arena a duplicate setup was being readied—in case of rain. By enlarging the basketball floor, seating arrangements were increased to accommodate 1500 graduates. The remaining grads and a limited number of guests would have to sit in bleachers. (So far, luck has held, and never in 26 years has rain forced exercises inside.)

Managing a parade of over 2600 people is no easy matter, so a Saturday morning rehearsal prepared graduates for the part they would play in the production. William Nunn took over the rehearsal as college marshals, working under head marshal Betty Dretsch, senior clerk, helped students find their correct marching order.

AS SATURDAY EVENING approached, the weather became the all-important variable. The day had dawned cloudy and hot, and all day long the weather bureau predicted showers for the Twin Cities. Mr. Nunn broadcast hourly reports over University radio station KUOM. The final decision about where to hold the exercises was delayed until 5:30 p.m., when Mr. Nunn announced over KUOM that the commencement would be held outside—barring rain at 7:30. He added, prayerfully, "Let us hope our decision will be a wise one."

At 7:30 when the graduates assembled on Northrop field, the sun was setting in a clear sky. Mr. Nunn mopped his brow and said, "It's 96 degrees right now inside Williams Arena, and that's without anyone in it." Then he grinned—"Thank goodness we decided on the stadium." Joe Leverone, beaming, walked past to report the stage looked fine, all ready for the program to begin.

By this time stars and a sliver of moon had come out. It was finally time for the graduates to play their part. Dressed in black robes and mortarboards with colored tassels to indicate their respective colleges, they marched sedately behind the college marshals who wore bright gold robes and maroon hats and carried the insignia of the various colleges. The procession continued from Northrop field down the length of the stadium to the seats facing the stage.

The stadium was hushed as President Morrill gave the charge to the class. Then the brisk conferring of degrees began as the graduates filed to the stage to receive their certificates. After the last notes of "Taps" had died in the clear evening air, the solemnity of the scene was transformed into noisy excitement as congratulations filled the stadium.

And behind the scenes, staff people from all over the University finally sat back and smiled with satisfaction. Their production had been a success!

Summer students learn Spanish, French, German by

Living With a Language

WALKING INTO the large, white house at 600 Ninth Avenue S. E. is like stepping into another world—a Latin American world. *Hola* and *hasta la vista* take the place of “hello” and “see you later,” and the inhabitants of the house babble away in Spanish as though they had been transplanted from the heart of Mexico.

“Casa Hispanica,” or the Spanish house, which is sponsored by the Modern Language Institute, serves during first summer term as a residence house where 20 students are getting an intensified five-week course in Spanish by living with the language. While in the house students can speak only Spanish.

The Modern Language Institute makes use of this same method of teaching in its “Deutsches Haus” (German house) under the direction of Hermann Ramras and “Maison Francaise” (French house) directed by Jean Carduner this summer. Both are held during first summer term.

A glimpse of life at “Casa Hispanica” gives an idea of how all three houses operate.

James A. Cuneo, Argentina-born director of “Casa Hispanica” explains, “It costs too much for students to go to Spain or Mexico, where they could best learn the language, so we bring Latin America to the campus by creating a Spanish atmosphere right here in the language house.

“We emphasize active use of the language through conversation. Translation gets you nowhere,” Cuneo says shrugging his shoulders and making a wry face. “Ninety-nine percent of the language is sound, so we teach conversation.”

Students come from all over the country—as far as Florida and Texas and even from Mexico and Panama.

The majority of those at “Casa Hispanica” are high school Spanish teachers who are well-versed in grammar but need practice in conversation. Others are planning visits to Spain, Mexico, or Latin America, and some are filling their language requirements during the summer so they can concentrate on other subjects during the school year.

They are divided into either elementary, intermediate, or advanced groups, with about six in each group. Beginners aren’t taken because the term is so short (five weeks) that they couldn’t get the full benefit of the course.

BECAUSE Spanish is spoken exclusively in the house, during the first week or so conversation is limited by vocabulary. But gradually, as the students learn from their morning and afternoon classes and from conversation with fellow students, vocabularies increase. At the end of five weeks a dinner table conversation sounds like a group of native Latin Americans.

On entering the house a student is *Over the lunch table at “Casa Hispanica” Cuneo gets into a discussion with students. From left, Bill Noraas, Lois Hunt, and George Kimball. At meals an assistant who is a native Spanish speaker eats with a group of four or five students to keep up a lively conversation and correct errors in speech.*

given a new name, a Spanish word that is particularly hard to pronounce. In this way fellow students are forced to practice difficult words in ordinary conversation. Some names, *Raton* (rat) and *Ferrocarril* (railway) aren’t too complimentary, but *Tiquismiquis* (Cuneo’s nickname) says it’s all for a good cause.

Classes start early, at 8:00 a.m. Some are held in Folwell Hall and others not requiring blackboards, at the residence house or for an even more informal atmosphere — outdoors. This summer students are taking Intermediate Spanish, Latin American Civilization and Culture, Great Figures of Spanish Literature.

“In order to teach the Latin American way of life, we play Spanish games, show movies, and have dances,” Cuneo goes on. “Our first year, in 1942, we tried Spanish food, but it didn’t agree with stomachs accustomed to more bland American cooking. Every evening for an hour after dinner we play games—mostly word games of a type that will help students with vocabulary,” (e.g., a scrambled Spanish proverb game which makes students learn sentences).

Another means of teaching used by Director Ramras at the German house, 1112 Sixth Street S. E., is short plays given every week by the students. “It’s an excellent way to get

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Living With a Language

continued from preceding page them to practice their conversation," he explains. Ramras says that his house has been popular with Fulbright and Rhodes scholars who prepare themselves in German at the "Deutsches Haus."

Jean Carduner, director of the French house at 400 Tenth Avenue S. E., has planned evening discussion hours on topics such as politics, religion, theater, and the arts, and he also has speakers and shows films occasionally. A highlight of the five-week session is a party given by the French house on July 14, Bastille Day, the anniversary of the storming of the Bastille, which is the French equivalent of our Independence Day.

Assistants, who are all native German, French, or Spanish speakers live in the houses with the students and are there to correct mistakes, lead conversation, and teach. Cuneo believes the close and informal contact of students and teachers is one of the strongest recommendations for language houses.

"It develops fast friendships, not only between individuals, but indirectly between the United States and foreign countries," Cuneo says. "Later when students travel, they will undoubtedly have a more enjoyable time because they understand habits and the language of the people they visit and because they have made many contacts through their teachers at the language houses."

Faculty Members Awarded Grants to Teach, Study Abroad

Guggenheim fellowships and Fulbright grants will send University faculty members to all parts of the world during the next year.

Two Fulbright awards have gone to English professor and poet Allen Tate who will attend the 1953 conference on American studies at the University of Oxford in England during July. He then will travel to the University of Rome to lecture in American literature for the 1953-54 school year.

Also on a Fulbright teaching award, Donald Brieland, associate professor in the institute of child welfare, will spend the year at the University of Peshawar, West Pakistan.

Paul Holmer, associate professor of philosophy, will do a study on the philosophy of Kierkegaard at the University of Copenhagen, Denmark, during the coming year. Studying literature and conversational French in France this summer on a Fulbright scholarship is Lee D. Stark, French instructor at "U" High School.

Five Guggenheim fellowships will take faculty members J. Edward Gerald, professor of journalism, to England; Gerald Ownbey, associate professor of botany, to Mexico; Leonard Unger, associate professor of English, to Princeton, N. J.; Paul Fetler, music instructor, to Germany and Austria; and Robert Livingston, professor of physical chemistry, to England.

'U' Residence Halls Produce Color Film On Dormitory Life

"Living on Campus," a fifteen minute color film showing the activities of students living in University residence halls, is now available to interested schools and organizations such as PTA's, Chambers of Commerce, or church and fraternal groups.

The movie was produced by the University residence halls for high school students and their parents to answer questions about living conditions at the "U." It pictures a boy entering his new college home at Centennial Hall and a girl starting college life at Sanford Hall.

Narrated by E. W. Ziebarth, professor of speech and theater arts, the film features background music by the University marching band.

How to Order Film

Write: Audio-Visual Extension Service, 230 Northrop Auditorium, University of Minnesota. Call: Main 8158, ext. 6432 or Lincoln 8791, ext. 21.

Fee: No rental charge. \$1.00 service charge for cleaning film. If you want a representative to supplement the showing with a question and answer session, contact Frank Pearce, Director of Men's Residences, Room 108A, Wesbrook Hall, University of Minnesota.

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