

# MINNESOTA CHATS



## *Newman Hall Is Completed; Dedication Set For Nov. 22*

**D**EDICATION CEREMONIES for newly completed Newman Hall, home of the Newman Club, Catholic student organization, have been set for November 22. (Newman Club is one of the 21 student religious organizations on the Minneapolis campus.)

The \$600,000 student center is a mottled brick structure located on the corner of University and 17th Avenues across from the Armory. Occupying the right-hand side of the three story building is the beautiful Chapel of St. Robert Bellarmine. The main lounge, a light airy room with full-length windows, has a huge brick fireplace and a liberal supply of comfortable, brightly-covered lounge furniture. The center also contains a library that is open for circulation during the day and a cafeteria where students can either bring or buy their lunches. Study tables and chairs

occupy a library that can be converted into an auditorium. Offices and classrooms also are included.

Henry Allen, coordinator of students' religious organizations, says of the building, "Completion of the beautiful Newman Hall represents a milestone in Minnesota student life. Recognition on the part of the Archdiocese that University students need the finest ministrations in both staff and equipment will do much to bolster the level of religious life on campus. As plans for new Hillel, Lutheran, St. Timothy, Wesley, and Westminster structures materialize, together with the enlargement of the University YMCA—all added to the existing Gamma Delta, Baptist, and Congregational centers—Minnesota will have visible proof that our faith groups are fully supporting the student population."

## **"U" Plays Host to Hoosiers at Nov. 7 Homecoming Game**

**A** "HOOSIER HARVEST" theme will be the keynote November 7 when Minnesota meets Indiana for the 1953 homecoming football game. Maroon and gold homecoming buttons with cartoon characters of a golden gopher and an Indiana griddler will bear the slogan, "Endiana."

A nineteen-member student committee headed by general chairman Dick Hancock, Arts senior, has planned a week full of activities for students, alumni, and friends of the University. Festivities begin the Monday before the game.

During the week student groups will be busy selling homecoming buttons, completing house, dormitory, and University building decorations, and building parade floats for various homecoming contests. Crowds are expected to jam campus Thursday and Friday nights to view the house decorations and the Varsity show which will be presented both evenings.

Other events scheduled for Thursday are a style show with homecoming queen candidates as models in the afternoon and the Coronation Ball which will be held in the Union Main Ballroom that night.

Friday is designated as Alumni Day with an alumni coffee hour in the afternoon. There will also be the homecoming parade, bonfire, pepfest, and pep dance. On Saturday an alumni buffet luncheon will be held before the game, and a homecoming dance in the evening winds up the week-long celebration.

Other homecoming officials are: assistant chairman Jim Cadlo, Arts junior; business manager Harry Kasten, IT senior; public relations director Len Feldman, Arts junior.



*Stepladders provide a perfect resting place for counselors as they answer questions during discussion session.*

**J**EAN-CLAD University freshmen sat in little groups on the lawn around the main lodge at Camp Ihduhapi on a bright September morning planning skits for the program that was to take place that evening. One group was lined up learning a chorus-line routine, another group was going through elaborate motions to a short play, and another bunch was practicing an original cheer. Everyone seemed to be having a good time.

These lively freshmen were taking part in Freshman camp activities at Ihduhapi, a lovely camp whose rustic cabins are set in a hilly wooded area overlooking Lake Independence. It is one of the four camps where new students had the chance to get acquainted with fellow students, faculty members, and college life in the most informal atmosphere. Three other groups of about 80 students each were having the same type of get-together during the weekend of Sept. 18-20, at Camp St. Croix on the St. Croix River, Lyman Lodge on Lake Minnetonka, and Camp Icaghowan on Lake Wapogasset near Amery, Wis.

A 29-year tradition, the camps are open to all new U students and are

## **Chats goes to Ihduhapi . . .**

# **Fun and Facts Are Features of University Freshman Camps**

sponsored jointly by the University YM-YWCA, the office of the dean of students, and All-University Congress with the approval of the Senate committee on student affairs. Originally begun by the YM, the camps used to be restricted to specially invited high school leaders. A few years later the YW joined as a camp sponsor. Today the camps are open to any new students who want to get a lot of facts about the University and have fun while doing it.

Freshman camp is only a fourth of the total orientation program available to entering frosh. There are also the two-day orientation and registration program for all new students, Welcome Week activities which take place a week before school starts in the fall, and the Moccasin, a handbook for new students.

**T**HE IHDUHAPI campers, as the other groups, rode en masse by bus to the camp. After spending a minimum of time getting settled in cabins, the boys and girls were engulfed in a whirl of activities ranging from discussions to square dances.

Saturday was the biggest day for the campers—with a warm autumn sun providing perfect weather for outdoor as well as the more serious indoor meetings. No ordinary question and answer period was the morning session. An announcer in red flannels with a roving microphone drew from the audience questions that were answered by a panel of counselors appropriately dressed to represent various phases of University life: scholastic, athletic, social. (See picture top left, this page.)

At noon the hungry frosh gulped down a hearty lunch so they could get started on a spirited song and yell fest. After lunch the more athletic took a half-hour off for a mass volley-

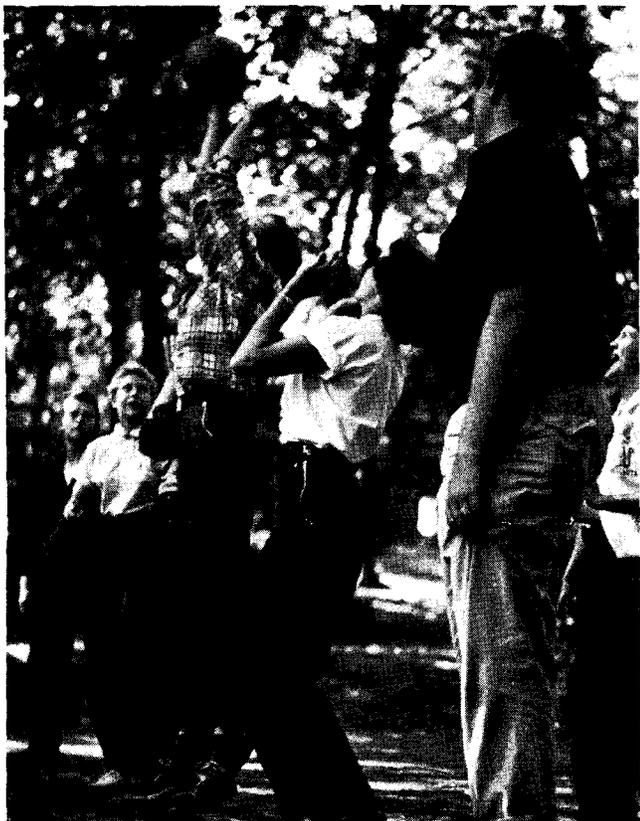
ball game before they returned to the main lodge for discussion of "Generalization Versus Specialization in a College Education."

Main event of the afternoon was a mock Olympics with every camper and counselor a member of a competing team. Events such as the discus throw (heaving paper plates), the low hurdles (campers acting as hurdles as well as jumpers), four-legged race (three campers, four legs) were on the agenda.

Directly in charge of the Ihduhapi activities were upperclassmen Jean Anderson, Home Ec junior, Don Hansen, Arts junior, and Mary Ann Mattoon, executive director of the University YWCA, who had started planning the weekend last spring. With the help of John Wetherbee, student director of all four freshman camps, and Don Zander, student activities bureau orientation adviser, their program was organized to the nth degree and filled with enough fun and information to satisfy any curious young freshman. A dozen other upperclassmen counselors, fresh from a week's training for the job, and five University faculty members also helped out.

"Besides the recreational periods, we conduct other sessions on social adjustment, developing values, personnel services, faculty-student relationships, and traditions of the University," Don Zander says. "We find the students learn more this way and we have the balanced educational experience we seek for all the orientation programs."

When the buses delivered them back to the University campus on Sunday afternoon, the campers were still singing and cheering. One girl summed up what the whole group seemed to feel—"What a wonderful introduction to University life!"



*Above, Dawn Van Alstine, takes time out from her strenuous job as camp counselor. Below, another counselor signals that his group is ready and waiting to enter the mock Olympics.*

*Above, a player jumps for the ball during a lively volleyball contest. Below, two lucky frosh get deluxe service from waiter Roger Page, SLA assistant dean.*



**... A Week-end at Freshman Camp**



**Hear them all . . .**

## U Songs Now Available on LP Record



The first official, comprehensive phonograph record of Minnesota college songs and cheers is now on sale. Eleven favorite songs and yells, played and sung by the University of Minnesota Concert Band and University Chorus, are included on the 10-inch, 33 $\frac{1}{3}$  r.p.m., long-playing record.

The record sells at \$5.00 to the general public, but parents of 'U' students can purchase it with the attached coupon at a *special discount price* of only \$3.75. Made under the auspices of the Minnesota Alumni Association, the record is an ideal Christmas or birthday gift for any University student.

The cover of the record, in maroon and gold, bears the title, "Echoes from Memorial Stadium," and shows a drum major strutting against the background of

Memorial Stadium. Offering 25 minutes of songs and cheers, the unbreakable record includes on one side three new marches played by the Concert Band under the direction of bandmaster Gerald Prescott — "Mighty Minnesota March," "The Golden Gopher Line," and "The Minnesota Victory March." Completing the side is "Deep in Our Hearts," with the A Capella Choir and associate professor Roy A. Schuessler as baritone vocalist.

Side two contains all the traditional Minnesota songs: "Ski-U-Mah Fight Song," "On, You Gophers," "Fight for Minnesota," "The Minnesota March," "Minnesota Rouser," a series of four familiar cheers: it ends with "Hail! Minnesota," featuring Roy Schuessler as soloist with instructor Edward Berryman at the organ.

### Record Order Form

Minnesota Alumni Association  
205 Coffman Memorial Union  
University of Minnesota  
Minneapolis 14, Minnesota

Please send me \_\_\_\_\_ copies of "Echoes from Memorial Stadium," at \$3.75 per record. I enclose check or money order payable to Minnesota Alumni Association.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

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# MINNESOTA CHATS

## *Eight straight wins!*

## University Students Star in College Quiz Bowl

**F**OUR UNIVERSITY students sat at the long table on the stage of Murphy Hall Auditorium, earphones strapped on their heads, microphones before them. Their facial expressions ranged from deep concentration to joyful exuberance as NBC quizmaster Allen Ludden fired question after question at them.

This became a familiar scene for eight weeks during November and December when the four "U" students teamed up to represent Minnesota on the "College Quiz Bowl," a sustaining NBC question-and-answer program on the collegiate level, now aired in Minnesota over KSTP at 7:30 p.m. every Sunday.

In their first appearance Arts college seniors Jack Davies, Colleen Helgeson, Roger Feinstein, and Tom Clayton took on Northwestern, previous three-time winner, and defeated them handily. On successive weeks

Minnesota downed Radcliffe, Wisconsin, Pennsylvania, Illinois, New York University, Notre Dame, and Georgia, but finally was beaten by Brown.

For each win Minnesota received \$500 to be used for student activities or scholarships. The team with their coach, associate dean of SLA J. William Buchta, and the administration decided upon scholarships, and the University ended up \$4,000 ahead.

The whole program is conducted by long distance, originating from New York where quizmaster Allen Ludden fires questions at teams who answer over their local NBC affiliate, broadcasting right from their own campuses. When team members raise their hands to answer a question, a moderator—a local station announcer—signals Ludden with a buzzer. The first buzzer that sounds entitles that team to answer the question, so it's a battle of time in addition to wits.

Minnesota even had a cheerleader, SLA sophomore Hugh Smith, to open the program by leading the audience in "Yay, rah, rah, Gophers!"

**H**OW DID MINNESOTA get on the program? The latter part of September before the Quiz Bowl series started broadcasting, Allen Ludden visited the University campus and sold Dean Buchta on participating in the program. "I thought it sounded like a lot of fun and believed we had youngsters to match up with any college. And we proved we certainly did," Buchta laughs.

Buchta and his staff searched University records to choose a group of 30 students whom they invited to participate in a tryout. Fifteen candidates took part in the simulated broadcast held on Oct. 22 as part of SLA week activities. Faculty members were amazed at the quick and correct answers to difficult questions snapped out by all contestants. From the fifteen, four regulars and an alternate, Mike Leivestad, SLA junior, were chosen to represent Minnesota on the Oct. 31 broadcast, the first in the Gophers' long winning streak.

"The team did study for the programs," Buchta says. "Each member was assigned a specific topic: the *New York Times*, current music, sports, historical events, etc. We found our study of Christmas topics paid off when we were asked to name Santa Claus' reindeer and recite the last line of 'A Visit From St. Nicholas.' The team members had their hands up before the question was completed. But the team's fine record wasn't the result of last minute coach-

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*Wearing earphones, from left, Jack Davies, Colleen Helgeson, Roger Feinstein, and Tom Clayton await a question from the quizmaster in New York.*





*Picture of calm dignity, Mrs. Nelson enjoys reading in her apartment on the second floor of Comstock Hall.*

**M**RS. GRACE NELSON, a handsome woman with gray-white hair and jet-black eyebrows, directs Comstock Hall with a calm hand and gracious dignity.

In the relaxed atmosphere of her apartment on the second floor of Comstock Mrs. Nelson explains, "I no longer consider my job as work. It is my whole way of life. I have been director of women's residences—that includes Comstock, Sanford, and 13 co-ops—since 1950, and before that I was director of Sanford Hall for ten years. After 13 years of dormitory life, I can't imagine living any other way."

Her apartment is an example of the atmosphere that Mrs. Nelson has created for her girls, and it is a pleasant surprise to anyone who thinks of life in a dorm as drab. It is a woman's apartment with a hallway of bright red, decorated in a Chinese motif. Her collection of fragile demitasse cups fills several shelves, and antiques are everywhere. The small fireplace in her comfortable living room gives a final homelike touch.

Mrs. Nelson continues, "I run Comstock as if it were my own home because it *is* my home now. I have the same problems any housewife might have—only on a much larger

## Comstock's Grace Nelson

### HOUSEMOTHER to HUNDREDS

scale. For instance, the summer before last when we put up new curtains for our 280 windows, it meant buying about \$6,000 worth of material!"

**T**HERE ARE two sides to Mrs. Nelson's work. The business side consists of purchasing for the dorm, hiring new employees, budgeting, attending meetings, planning decorations and furnishings. All the business of running the dorm smoothly is carried on in Mrs. Nelson's first floor Comstock office.

"At the hall we have a dietitian to plan meals and supervise cooks, a housekeeper in charge of the custodial staff, a secretary who handles all office details, a registered nurse, and several switchboard operators."

Many girls can find part-time work at the dorm, too, as switchboard operators, bus girls, snack bar attendants, or dishwashers.

Mrs. Nelson explains that the dorms are self-supporting units that are part of the department of Service Enterprises. Each women's unit has a director under Mrs. Nelson, and each must be run within the income received from resident students.

**T**HE OTHER and more enjoyable half of Mrs. Nelson's job is working with the girls. Some women might shudder at the thought of being housemother to 378 college girls, but Mrs. Nelson thrives on it. She has three married sons, but no daughters of her own. She loves the Comstock girls' spirit, vitality, and imagination.

As an instance of their initiative, she cites the melodrama they presented in the Comstock ballroom, two years ago, proceeds of which went to the Heart Hospital. Their creative ability found an outlet in the Christmas decoration contest among corridors, which resulted in elaborately

decorated halls depicting all types of Christmas scenes — from Santa's workshop to Christmas in foreign countries.

"The government of the dorm is left completely to the girls," Mrs. Nelson says proudly. "We keep the dorm in physical running order, and the girls furnish the social life and activity. They elect their own president every year, and their electioneering rivals that of a national presidential campaign. They also have a dorm council to plan social activities and act as spokesman for dorm improvements."

"A full-time counselor is adviser to the house council and also supervises the counselors in each corridor. These are graduate students with whom younger girls can discuss their problems about college life. So I know there's always somebody there if a girl needs help."

Mrs. Nelson likes to do little things for the girls to make the dormitory seem more like home. She talks of the wonderful times she has preparing pancake breakfasts in her tiny apartment kitchen for the girls in her corridor. Around Christmastime visitors find her well supplied with many kinds of home made cookies she has baked. Her other innovations are a snack bar that is open evenings, and several kitchenettes with electric plates so girls can prepare their own snacks.

"I think girls who go to college and don't live in a dorm miss something," Mrs. Nelson says. "Dorm girls learn to get along with all kinds of people, practice self government, and become a little more independent. When I went to the University, I didn't live in a dorm, but, you see, I've had the chance to do it over again. And I love it."

## “General Studies Program Retrieves Values of Liberal Education” -- Cooper

“THE GENERAL EDUCATION idea is as old as liberal education itself,” says Russell L. Cooper, assistant dean of SLA and chairman of the “U’s” General Studies department. “Man has always wanted to provide for more than his vocation alone, and to enrich his ‘off duty’ life.”

Two developments have stepped up the growth of general education during the last half-century. First, the vocational emphasis of the liberal arts curriculum has increased; second, the boundaries of knowledge have been dramatically pushed back, leaving the college student faced with a dazzling but often fragmentary array of highly specialized courses.

“Actually,” Cooper goes on, “we’ve been retrieving some of the great traditional values of liberal education by setting up integrative courses to make the student a better citizen and at the same time, a more intelligent and interesting human being.”

**C**COURSES IN general education began almost simultaneously during the ’20’s in a number of leading universities. Forerunners of much broader present programs, these included: a contemporary civilization sequence at Columbia University; a course at Chicago in *The Nature of the World and Man*, aimed at giving students a sampling of all branches of knowledge; and a course at the University of Minnesota called, simply, *Orientation*.

The *Orientation* course was set up by John B. Johnston, then dean of the Arts college, and was taught in its early days by Mary Shaw, philosophy; George Thiel, geology; Dean J. W. Buchta, and others.

Out of this one carry-all course, the “U’s” present general studies program has developed. It got a further boost when General College was set up in the ’30’s to give a two-year gen-



*The general studies cabinet meets; l. to r., J. W. Buchta, representing natural science; Mary Turpie, American life; Harold B. Allen, communication; Dorothy Dyer, family life; Ralph Ross, humanities; Arthur Naftalin, social science; and Russell Cooper, chairman of the department. Roger B. Page, head of personal orientation, could not attend the meeting. Since this picture was taken Professor Naftalin has been replaced as head of the social science program by co-chairmen Professors Benjamin N. Nelson and Mulford Q. Sibley.*

eral education to students who didn’t want or couldn’t take four years of college.

By the early 1940’s — thanks to the interest and zeal of former SLA dean T. Raymond McConnell—many faculty members began to feel that SLA students deserved a wider choice of general education courses. In 1944 the University Senate passed a resolution endorsing general education and proposing its goals at the University.\*

General studies became a full-fledged department of SLA in 1944, and Cooper was imported from Cor-

nell College in Iowa where he had taught political science, to head the department.

By offering courses in humanities, social sciences, natural sciences, family life, personal orientation, and communication, Minnesota’s general studies program has carefully hewed to the “U” Senate blueprint.

**B**ECAUSE IT covers so many fields, general studies has naturally presented some difficulties. Often when texts did not exist for their courses staff members had to write their own. (Thus Mark Graubard’s *Fundamentals of Biological Sciences*, Raymond G. Price’s *Consumer Education*.)

Newest of these texts is *An Introduction to Social Science*. This collection of readings in the social sciences was edited with detailed introductions by Profs. Arthur Naftalin, Benjamin Nelson, Mulford Q. Sibley,

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\*Among these goals, to enable the student: to understand the ideas of others through reading and listening, and to express his own ideas effectively; to acquire knowledge and attitudes basic to a satisfactory family life; to participate as an active, informed citizen in discussion and solution of current social problems; to understand fundamental discoveries of science in their implications for human welfare; to understand and enjoy literature, art, and music; to choose a socially useful and personally satisfying vocation.

## General Studies Retrieves Educational Values

Donald Calhoun, Andreas Papan-dreou. Published by Lippincott, the book has already been adopted in a number of colleges and universities.

Where does the department get its staff?

"Somewhat more than half the general studies courses this winter are being taught by our own staff members," says Cooper, "ranging from full professors to part-time instructors. The remaining sections are taught by people loaned to us by other departments, from whom we've always had excellent cooperation."

Dean Cooper is rather chary about any future plans for the department. "We are trying to halt our original expansion, lest the department proliferate like the rest of the curriculum. We want to keep this a department for non-majors, mostly at the undergraduate level. Our aim is to improve existing courses."

**H**OW IS this currently being carried out?

In humanities, for instance, under the leadership of Prof. Ralph Ross, the fine arts emphasis has been strengthened in the belief that to understand a period you must know its art and music as well as literature, philosophy, and history. George Amberg, former curator of the Museum of Modern Art's department of theater arts, was brought here a year ago to assist in developing the art offerings in humanities.

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Two other innovations are the Humanities Lounge in the Fine Arts Room of the Coffman Union, where classes can meet informally over coffee with members of the humanities staff; and the Humanities Forum, a series of weekly programs on music, literature, and the fine arts tying in with classwork and held during the first half of each quarter.

This quarter the Forum, planned by assistant professor Morgan Blum, will include: two faculty panels on the Humanities and the Social Sciences; a lecture with musical illustrations by Minneapolis symphony conductor Antal Dorati; a Flor quartet concert featuring chamber music of the periods studied in humanities courses.

Another current general studies project aimed at improving existing courses is a research study conducted by Dorothy Dyer, head of family life. The survey analyzes the marital adjustment of students who took the SLA functional course in preparation for marriage, including a follow-up three, five, and ten years after their enrollment. The study will compare the marital adjustment of a similar group who did *not* take the course.

How successful is the Minnesota general studies program? If student enrollment is any indication, it's a resounding success. For although no general studies course is required, this department now has more registrations than in any other in SLA!

## College Quiz Bowl

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ing, it was a matter of fifteen years of educational training."

"Coach" Buchta calls his team a group of typical college students. "I don't want anyone to get the idea that these kids are just bookworms. They aren't. All of them enter into student activities and three of the four work while going to school. Colleen Helgeson, who is majoring in music, gives music lessons and works at the University herbarium. Journalism major Jack Davies is an associate editor of the *Minnesota Daily*; English major Tom Clayton just won a Rhodes Scholarship; and political science major Roger Feinstein works in the 'U' Hospitals." (All are native Minnesotans except Feinstein who is a New Yorker.)

On their last Quiz Bowl appearance when the Gophers were defeated by Brown, NBC gave watches to the Minnesota team members.

In place of the letters athletic team members receive, the quizbowlers were each given a resolution from the University in appreciation of their outstanding success in representing Minnesota.

Dean Buchta believes his team hasn't heard the last of the Quiz Bowl because NBC may hold a second series if another team matches Minnesota's record. Even if this chance doesn't come until next year, Coach Buchta is convinced that Minnesota could easily find a team that would carry on the same winning spirit.

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## Tailor-Made Programs for Its Students Is Aim of Unusual U College

**T**HERE IS one college at the University which has no faculty of its own, no bulletin, no set curriculum, virtually no rules, and no desires for increased enrollment.

In fact, it has been characterized as an "arrangement," rather than a college, by which students can get degrees outside the orthodox curricula.

You can stop wondering about this anomaly right now. It is University College, and Dean J. W. Buchta, associate dean of the Arts college and chairman of the U College committee, explains its purpose this way: "In an institution as large as this, there's always a small fraction of students whose educational objectives are not satisfied by the regular curricula, but for whom worthwhile programs should and can be planned."

"Ideally," Buchta says, "every student at the University should have a tailor-made program. But this is obviously impossible. For most students the counseling facilities and the myriad course offerings of our many colleges are adequate. University College helps the small group whose unusual needs or peculiar combinations of interests and vocational aspirations prompt them to take courses in several different colleges."

How has U College helped? Here are some examples from the files:

• A young man wants to be a missionary teacher in Africa. He therefore wants some education courses, but has no need at all for a Minnesota teachers' certificate. Especially useful to him will be courses in the geography and history of the area, plus the philosophy of religion,

anthropology, psychology. Because his program crosses college lines, he comes to University College.

• Sometimes a disparity between parents' wishes and their son's or daughter's ambitions leads a student into U College. One boy's father owns a large hardware store and has always expected his son will some day come into the business. The son, however, wants to be a writer. Result: he is preparing for both contingencies by combining extensive work in the School of Business with humanities, advanced composition, literature, and journalism.

• A pretty, redheaded freshman from a large and prosperous Iowa farm entered U College because of a similar conflict: Her father wanted her to take over his farming interests some day, but she insisted on a

liberal arts education. A U college program enabled her to take courses in agriculture and in liberal arts as well.

Many girls combine secretarial training with elementary law courses or liberal arts subjects in the hope of being more efficient secretaries.

• Buchta's prize file concerns a young man who sought to combine music with—animal husbandry. After the initial shock (Buchta confesses he had visions of the young man teaching donkeys to bray euphoni-ously), Buchta learned that the boy came from a stock farm in Minnesota and happened to love singing. But despite the fact that it was immensely satisfying, he felt he would probably choose the more practical path of farming. He didn't see,

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*Nancy Hite, l., a U College senior, gets advice on her program combining psychology & business courses from Dean J. W. Buchta. Looking on is the Dean's secretary, Shirley Richardson, herself a University College graduate.*



## Chats goes backstage with Frank Whiting and the

# U Theatre-on-Tour

A POSTER on the door of the old opera house which serves as Stout Institute's theater announced "University of Minnesota — The Touring Company of the University Theatre presents 'Cinderella Cottage,' Friday, Jan. 8, 1954."

It was still early, only 7:00, when we opened the door and walked down the aisle, past the rows of empty wooden seats to the front of the darkened opera house.

Everything was quiet, and only a dim light backstage was burning. On stage a table, a davenport, couch, chairs, and scattered newspapers were surrounded by cardboard backdrops to resemble a large apartment. The set was ready for the evening's performance.

The University players had arrived at Stout Institute in Menomonie, Wisconsin, at 4:00 in the afternoon and had immediately unloaded their bus which carried all props, lights, scenery, and costumes for the one-night stand. By 6:00 the stage had been set, and now the players were out enjoying a nervous dinner.

At a few minutes past 7:00 the cast returned, four girls and five boys, all young actors who were getting their first real taste of acting on the road. Immediately, they were busy straightening props, testing the curtains and lights, and getting themselves into costumes and makeup.

Three of the players who entered the dressing rooms as youngsters came out with graying hair and wrinkles, ready to play the parts of the older folks in the play. Another girl carefully braided her hair, donned a sweat shirt and jeans to portray a 12-year-old. She held a battered toy skunk, artfully moving the animal so it almost looked alive. A boy tested the phonograph, while a girl peeked out

from the curtains to see how the theater was filling.

In the midst of the rush backstage Frank Whiting, director of the University Theatre, entered with a bulky script under his arm and called the cast together for some last minute instructions. After good luck wishes and a scramble for the wings, one of the players turned up the phonograph while another pulled the curtain, and the play began.

A zany family comedy revolving around the antics of a 12-year-old and her menagerie of wornout pets unfolded onstage as we watched from the wings.

As the play progressed, Whiting sat noting dropped lines and other signs of first-night nervousness. The light-hearted laughter of the audience told the players that the crowd enjoyed the play's comic situations, and the performance as a whole.

When the players came off after the performance, Whiting greeted them, smiling, and said, "You need a bit more practice." The cast agreed.

AFTER the curtain calls Whiting relaxed a moment, and told us how the touring theatre got started at the U. "This tour is part of the University's attempt to keep the theater alive and to stimulate local theater groups in the upper midwest," Whiting said. "Our players make a three-month tour of the area, averaging 50 performances and traveling 15,000 miles during January, February, and March. We like to think that the touring group is taking the University out into Minnesota, Wisconsin, the Dakotas, and even Montana."

The Minnesota group is one of the two really successful university touring companies in the nation (the other is Catholic University), and has been

*Pictures from upper left, clockwise around the page: Mustache, powder, and grease paint are all part of Don Wolfer's makeup as he portrays Father in the play. As "stage manager," Carole Gallick gives directions to crew, from l.. John Kanel, Bill Hillard, and Dale Dunham. Calling the cast together before the performance, Frank Whiting gives last minute instructions to Bob Sporre and Don Wolfer. In deep concentration, Connie Isaacson, wearing costume and makeup, drills on a forgotten line while she waits for the curtain to rise. Photos by George Resch.*

in business since 1946 when "Blithe Spirit" went on summer tour. Then came "Arms and the Man," "Night Must Fall," "But Not Goodbye," "Ah, Wilderness!," "She Stoops to Conquer," "Papa Is All," and "Harvey." In 1948 the tours were put on this regular winter quarter schedule, and the program really got on its feet financially when the Department of Concerts and Lectures took over publicity and booking.

"Besides booking," Whiting said, "Concerts and Lectures suggests plays that will appeal to the upper midwest audience, this year giving sponsoring groups the choice of 'Our Town' and 'Cinderella Cottage.' Local colleges, high schools, fraternal organizations, men's and women's clubs sponsor the plays and are charged a flat fee of \$300 which includes all publicity material and programs. Tours are entirely self-supporting, although the University did buy a bus for transportation."

The cast travels in their large maroon bus which bears the legend, "The University of Minnesota Theatre on Tour," lettered in gold on the side. The rear seats of the bus have been removed to make room for scenery, props (some of which are collapsible), lights, makeup, costumes, and

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*Before the play . . .*



## University College

*continued from page 1*

though, why he should sacrifice one interest to the other. U College enabled him to pursue both.

Far from being a lark, or an easy way out for students who want to avoid Econ. 80, U College means hard work. Its students must take 190 credits for a B.A., in comparison with the 180 credits required for their SLA confreres.

To get into U College in the first place, the student must have: 1) a clear, sound reason for applying; 2) a complete plan of study; 3) the assurance that he cannot get this program within any single college. (Buchta points out that a number of students have been diverted from U College since SLA has permitted interdepartmental majors.) Dean Buchta himself looks over the program of each U College student and then refers it for approval to other U College committee members.

"A measure of our success is the degree to which we can keep our numbers down and get other colleges to accept our students. The present enrollment is only 75," Dean Buchta says.

There is no exact gauge of the success of University College, except that people enter it voluntarily and with a clear idea of their goals; they can leave whenever they wish for any other college at the U. Therefore, it stands to reason, says Dean Buchta, that these students are getting out of college what they want and need.

## Theatre-on-Tour

*continued from page 2*

other essentials. The players sit in the front seats shouting lines above the roar of the motor as they travel from town to town. One of the boys with a newly acquired chauffeur's license does all the driving.

All members of the cast get along splendidly because there isn't an "artistic" temperament in the bunch. Whiting said, and the players agree, "There's no place for a prima donna in these traveling casts because everyone must be willing to work hard and long. He must be reliable and even-tempered, and above all emotionally mature."

This season the players were Connie Isaacson, graduate student; John Kanel, adult special; Peggy Wright, graduate student; Don Wolfer, graduate student; Liz Trisko, Arts junior; Bob Sporre, unclassified; Carole Galloway, Arts senior; Dale Dunham, graduate student; Bill Hillard, Arts senior.

"Since the University offers no scholarships for theater majors," Whiting explained, "the touring theatre takes the place of these awards. Members of the cast are paid a nominal salary and get invaluable experience in all types of theater procedures during their three months of one-night stands. For some, the rigorous routine may prove that the theater isn't the life for them, but for others the tour may point the way to the beginning of a satisfying career."

## Two New Additions to Centennial Hall Will House 200 Students

Completion of Centennial Hall, University men's dormitory, by the construction of two L-shaped wings designed to house an additional 200 students will get underway this spring, according to William T. Middlebrook, University business vice president.

The new wings, expected to be ready for occupancy not later than fall quarter 1955, will increase the dormitory's capacity to 715. With the new addition and Pioneer Hall, older of the U's two men's residences, the men's housing facilities will provide for 1,254 students.

"We are short of dormitory space for students on all of our campuses," Middlebrook explained. "We had planned to build additions to both Centennial Hall and Comstock Hall (women's dormitory), but we decided to proceed first with the Centennial project because of the greater demand for men's quarters." Vice President Middlebrook pointed out that between 1,100 and 1,200 male students who applied for rooms in the dormitories last fall couldn't be accommodated.

Estimated cost of the three-story additions to Centennial Hall is \$830,000. Approximately \$350,000, representing accumulated earnings of University Services including dormitories, will be available by June 30. The University will have to borrow the additional \$480,000, Middlebrook said.

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# MINNESOTA CHATS

## Student Activities Bureau:

### “Dutch Uncle” to 360 Campus Organizations

**D**URING the state high school basketball tournament thousands of high school boys and girls flooded the campus. Something had to be done to provide entertainment for the high schoolers between games, so the Interfraternity and Panhellenic Councils took on the job of holding an afternoon mixer for the youngsters. But the councils ran into some snags in organizing and advertising such a huge affair.

Worried council members called on the U's Student Activities Bureau for help. Bob Cameron, one of the Bureau advisors, got together with the council members, briefed them on the correct planning procedures, and gave them ideas for promoting the affair. With Bob's help, the mixer, complete with dancing, entertainment, and lunch, attracted large numbers of boys and girls and was considered a successful enterprise.

Such organizational advice and guidance as this is just one of the functions of the SAB. The Bureau also administers the regulations and policies which apply to the conduct of stu-

dent life. SAB supervises the financial affairs of the 360 student organizations on campus and provides social adjustment counseling through participation in activities.

“There are many types of campus organizations including professional organizations, governing boards, dormitory, recreational, and religious groups, and fraternity and sororities,” Paul Bloland, associate director of the SAB, says. “The Bureau keeps in close touch with each of these main categories of campus organizations.”

In most cases SAB staff members don't attend regular group meetings but are available when problems come up. But Bureau advisors are permanent members of some campus groups (the Board of Publications, an elected student organization which acts as a board of trustees for student publications, or All-University Congress, top University student governing board).

“Each campus club has another faculty advisor in its own particular field of interest besides an SAB staff member,” Bloland clarifies.

“Part of a Bureau advisor's job is

to provide continuity in club organization and programs,” Bloland says. “With a backlog of experience and training, our staff people can tell student officers about mistakes other groups have made in carrying out similar projects and can teach techniques of organization and administration.” The week-long homecoming program, campus chest drive, and campus carnival are just a few of the big projects on which student groups work hand-in-hand with SAB advisors.

**A** NEW STUDENT makes contact with the Student Activities Bureau his first day on campus when he enters the freshman orientation program, which is under the supervision of the Bureau and carried out with the help of U students. Along with 20 other new students, the freshman joins an orientation club and has a rigorous two-day program of tours, tests, and social activities during the summer before school begins. And even after school starts, the orientation clubs are urged to stick together — participating in service projects, mixers, and reunions.

Bloland says this orientation club gives the new student a group of 20 friends with which to begin campus life. It also gives him a group spirit and heightens his interest in joining other campus organizations.

Later the new student may join other organizations for one of many reasons. Bloland says, “To make friends, to better professional standing, to serve as an outlet for leadership abilities, to be of service to the University and the community, to learn new skills and concepts, and to participate in the  
*continued on last page*



*Assistant Chairman of Welcome Week, Jim Osterhus, IT sophomore, left, goes over plans for the week-long activities with Paul Bloland, associate director of SAB.*



# MONEY:

## The U Lends it and Collects it

*George Risty and Richard Soshea, IT senior, talk over a financial program in the office of Bureau of Student Loans and Scholarships.*

nearly \$605,000; funds come from individuals, industrial firms, estates, University classes.

Some funds apply only to special groups: women, Negro students, Jewish students, blind or crippled students, or students in particular fields of study. The two largest funds are open to all: the Gilfillan Trust Fund (about \$125,000) established in 1901 by Judge John B. Gilfillan; and the Ludden funds (totaling about \$111,500), left to the U in 1915 by John D. Ludden, prominent lumberman.

**T**HE UNIVERSITY last year made 1,040 separate loans to students, totaling \$135,993.03. Getting this money to those who needed it and getting it back again involved people in several University offices.

At the Bureau of Student Loans and Scholarships, a division of the Dean of Students' Office, a full-time counselor and two part-time administrative fellows interview students who need financial aid. In 1952-53 they saw some 3,000 students; of these, 538 needed just financial advice, and 738 were given loans. All loans must be approved by George Risty, friendly Bureau director.

"Any registered student in a day-time college of the University who has been at the U for two quarters and who is making 'satisfactory progress toward an educational objective' is eligible for loans," says Risty. "Money can be borrowed for books, tuition, maintenance, and medical care — but student expense is often interpreted broadly to include things like furnishing a quonset at U village."

After a student is referred to the Bureau by his faculty adviser, friends, or a student personnel officer, he explains to a financial counselor there just what he needs. He may want only \$50 to tide him over until a delayed GI check comes through. The Bureau extends this type of short-term emergency loan for 60-90 days without interest.

"If a student has long-range money

troubles, a counselor at the Bureau will help him work out a detailed budget and will show him how to cut corners—how to economize on food, for instance, through eating co-ops. If the student simply needs advice on how to live within his income, that one interview may clear things up. If he needs additional aid, a loan or scholarship or both may be the best answer," Risty says.

Suppose a student needs money over a long period. Students in most colleges of the U may borrow up to \$300 in one academic year, provided their maximum debt to the U does not exceed \$600. A student in medicine, dentistry, or veterinary medicine may borrow \$500 a year with a \$750 maximum debt. (The Regents made this special provision because tuition and equipment cost more in these special fields.)

**A**FTER ONE or more counseling interviews the student fills out an application form giving his: educational and work record, educational objectives, and character references. The counselor goes over the completed application to see if he is a satisfactory academic risk. Then Risty reviews it and prescribes the type and amount of aid. "We go over these applications very carefully," he explains, "because we hold a public trust to use our loan funds the best way we know how."

Where does this money come from? The U now has 129 loan funds totaling

**F**INAL APPROVAL of the application is a matter of joint responsibility of Risty's office and the office of Clarence Larson, director of trusts. "It is in our hands from then on," says Larson, a lawyer who manages to be both efficient and pleasant.

The loan is then "processed." This means a promissory note is made up, an invoice signed, and a check drafted payable to the student or staff member. There is no collateral, no cosigner — all that's required is the applicant's signature, plus his record and references.

All student loans, says Larson, are made on a promissory note for a year or less. In case of demonstrable continuing need, loans can be extended while the student is in school.

The interest rate is considerably lower than the 6 or 7% charged by banks and finance companies. It varies according to the instructions of the fund donors. Some funds carry no interest charges: among these are the short-term emergency loans from the Faculty Women's Emergency Loan Fund and the Mortar Board (senior honorary) Loan Fund.

A few funds for medicine, dentistry, and allied fields carry only 2½% interest. Most of the others are lent at 5%, but the University obligingly

reduces the charge to 4% while the student is still in school.

Larson's office really begins its work after the student leaves the U. It must keep in close touch with him to remind him about his obligation to the University. This means frequent phone calls and letters from the four people in Larson's office who handle collections.

Occasionally a commercial agent is sent out or a tracer is used to locate students who have left Minnesota. And every summer Elmer Johnson, part-time field representative of the

office, travels around the state to pay personal visits to alumni who owe money.

"The University's record for collection is good," says Larson, "and nearly all its ex-students have been very reasonable about paying debts. Last year we collected \$108,800.60," he says, with justifiable pride.

Both Risty and Larson expect loans to increase in the years ahead. Risty's bureau has seen a dramatic boom since it began in 1943; from \$11,206 in student loans in 1944 to \$52,000 in 1949 and 'way up to \$111,197 in

1952-53. The reasons? There is more money available to loan; the GI Bill has expired for many vets with families; non-veterans don't get federal support; and the cost of living has zoomed.

The University is one of the few educational institutions which has put the personnel function of counseling and administering financial aid under one roof, and the fiscal job of collection under another. Both Larson and Risty agree enthusiastically that this makes for greater efficiency all around.

## "Collection with Kindness" — Elmer Johnson's Aim

**I**F YOU think of loan collectors as a hardbitten breed who enjoy nothing more than pressing people for money, you have to reverse your idea completely when you come to Elmer Johnson.

During the year, Johnson leads a fairly normal life as assistant professor of social studies in the St. Paul campus Institute of Agriculture. But during July, August, and September, he changes roles to become an official University collection agent, representing Clarence Larson's office of loan collections out in the field.

Johnson's collection career began during the depression when everybody was hard up — including young graduate students in sociology. His summer assignment then was to collect money that had been pledged during the booming 'twenties by students and alumni — pledges ranging from \$25 to \$1,000 for the Stadium and Northrop Auditorium Building Fund.

Johnson covered everyone in Minnesota who had pledged money, settled when necessary at a reasonable payment — and eventually enough money was collected to pay all the building bills plus a surplus for the organ! Now Johnson collects debts of former students throughout the state and neighboring communities.

What is the Johnson technique of collection?

"You have to be very careful in dealing with people who owe money," he says. "Their attitude will depend

a great deal on your approach. I make the collection extremely private, not discussing it with the husband or wife — we don't want to hurt anyone's pride. I try to show these former students that they're not unique at all. That many of our students have borrowed money

"Then we try to work out a program of payments, based on their income. We can't interfere with their real needs. A car, for instance, is a necessity — not a luxury — for a doctor," Johnson continues.

"We work out special adjustments. In rural communities, for example, things don't get settled until fall. Farmers get their money and the professional people get theirs only after the threshing and harvesting. What I often do is take a post-dated check from these small town businessmen payable after harvest time!"

**J**OHNSON OFFERS this revealing intelligence:

- During the summer he travels some 10,000 miles to make about 500 separate visits or contacts, in covering the state accounts.

- About half of the people who owe money live in the Twin Cities; the rest are scattered throughout the state.

- The mobility is "terrific"; in almost half the cases Johnson speaks with the parents of students who have moved.

- In approximately half the cases the people who owe money are just

beginning professional careers as lawyers, doctors, teachers, engineers.

"One of my greatest satisfactions," Johnson adds, "is that I haven't made these people feel chagrined, but tried to make their alma mater both father and mother academically and financially." As the only University representative seen by many of these alumni after they leave school, Johnson is a kind of blotter for gripes about "mean teachers" and University weaknesses. For these complaints, he says, he tries to apply the "proper therapy." More often, he hears the University praised by its alumni.

*Elmer Johnson*



## Student Activities Bureau

*continued from first page*

government of the U are just a few of these reasons."

As club members or officers, students come to the Bureau with all types of problems. The president of a club feels he has done a poor job of conducting meetings and asks his advisor to help him sharpen up his procedures. Another club officer wants some assistance in setting up a more educationally sound speaker program for her group. A small group of students interested in debating wants to organize a club and comes to the Bureau for suggestions. A staff member gives them names of other students interested in debate from a file of student interest cards in the office. He helps them plan meetings, draw up a constitution, and go through procedure for gaining University recognition.

(A recognized group is one which receives an okay from the Senate Committee on Student Affairs and can then make use of the following University benefits: use of U facilities, a faculty advisor, banking money, use of University name and title, and use of campus advertising privileges.)

Bloland concludes, "We believe that participation in student activities is an important part of a University education and feel that through these activities a student can develop valuable insights, attitudes, ideas, and skills that he can carry over into civic and community affairs after college."

## Sanford Hall Coeds Hold Turn-about Party For Dormitory Staff

Appreciation Day, held May 27 by the girls at Sanford Hall, women's dormitory, was marked by a turn-about dinner honoring all Sanford Hall staff members.

Cooks, maids, handymen, and all other staffers came to dinner as guests while dormitory girls manned the kitchen, set tables complete with candles and placecards, arranged bouquets of red roses, and served a delicious baked ham dinner like professional caterers.

Special guests of honor at the dinner were Mrs. Grace Trench, dormitory director, and Miss Rena Rochat, principal food service supervisor, who both retired from the University June 30. Mrs. Trench has been Sanford Hall director since 1948 and Miss Rochat has been with the U 12 years.

Following the dinner each staff member was introduced, and the girls presented Mrs. Trench with an electric coffee maker and Miss Rochat with a portable mixer. Biggest treat for the staffers came when they walked from the dining room leaving the dishes to their hostesses — the dormitory girls.

Mrs. Trench calls the dinner, the first of its kind given at Sanford Hall, a "wonderful success and a fine gesture of appreciation on the part of the girls to those dormitory workers who have kept Sanford Hall running so smoothly over the years."

## University Graduates 2,560 at June Commencement Exercises

Some 2,560 students received degrees at the University's spring commencement held June 12 in Memorial Stadium. Ceremonies were hurried to escape threatening thunder showers.

Major speech of the program was President J. L. Morrill's traditional "Charge to the Class." Malcolm M. Willey, vice president in charge of academic administration, presided at the exercises.

Following President Morrill's address, honorary Master of Arts degrees were presented to Lt. Gen. John E. Dahlquist, chief of the Army Field Forces, Fort Monroe, Va., and Maj. Gen. Stanley R. Mickelsen, commanding general of the Anti-Aircraft and Guided Missiles Center at Fort Bliss, Texas.

An honorary Doctor of Laws degree went to Solon J. Buck, chief of the division of manuscripts of the Library of Congress. Honorary Doctor of Science degrees were given Elvin C. Stakman, former head of the U's department of plant pathology, and Robert Newton, president emeritus of the University of Alberta, Edmonton, Canada.

Chiefs of the Army, Navy, and Air Force ROTC units on campus then presented the 315 candidates for commissions. Deans of the University's various colleges presented their candidates for degrees to President Morrill who conferred all degrees.

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