

MINNESOTA CHATS

Mayo Memorial Enriches 'U' Medical Facilities

A DREAM of long standing for students and staff of the University of Minnesota and for the people of the state came true October 21 and 22 when the Mayo Memorial, new \$12,000,000 medical research and instruction center was officially dedicated.

This living memorial to the Rochester medical pioneers, Dr. Charlie and Dr. Will Mayo, consists of a 16-story tower section and four six-story wings which join University hospitals. The University's first skyscraper has a series of pipes, conduits, generators and transformers on its top two floors. These, along with the telephone exchange and the heating plant in the sub-basement, keep Mayo Memorial going.

Floors one to 14, however, are crammed full of important offices, patient rooms, classrooms, and laboratories. Here University medical students, as well as faculty, work in both laboratories and in actual hospital conditions.

The fourteenth floor is devoted to the pediatrics department offices, to child psychiatry and research labs. Included on the floor is a room completely free of distracting sources of static electricity, in which electroencephalograms are performed to study the brain's activity.

The School of Public Health, Continuation Medical Education, and the offices of Dean Diehl, Dean of the College of Medical Sciences, are housed on the thirteenth floor. The twelfth floor is taken up with the course in Hospital Administration within the School of Public Health, and the Department of Biostatistics.

Environmental Sanitation laboratories and the School of Bacteriology occupy space on 11, 10, and 9. Then on the seventh and eighth floor is a complete rehabilitation center, the second in the state of Minnesota. It contains all facilities for both physical and occupational therapy.

Included in the rehabilitation center are an occupational therapy work room and a "heart of the home" kitchen, where therapists will teach disabled housewives how to run their homes efficiently. A gymnasium, whirlpools, and therapeutic baths make up part of this center, too.

Sixth floor is the first of the floors to "tie on" to the older Hospitals. It is devoted to psychiatry offices, patient rooms and wards. Fourth and fifth floors are surgery offices and operating rooms. The third, or ground,



floor houses some of the outpatient clinics, and a coffee and gift shop. The auditorium wing, with its 550-seat auditorium and two huge lecture rooms, joins Mayo Memorial on this level.

Beneath ground level the second and first floors of the Memorial are used by medical and x-ray technology, radiology, and experimental animal surgery. A 250-car garage is under the auditorium.

Of the Mayo Memorial, Medical School Dean Harold S. Diehl has said, "It represents a pledge of Minnesota doctors and laymen alike to continue the lifelong effort of the Doctors Mayo to provide better medical service and education for all people."

Dad's Day Luncheon to Be Held Nov. 6

The annual Dads' Day Luncheon will be held in the main ballroom of Coffman Union on November 6. Fathers of all University students are welcome to come to this luncheon and to the Minnesota-Oregon State football game immediately afterwards.

At the get-together luncheon Dads will hear talks by President J. L. Morrill and athletic director Ike Armstrong. Deans and Directors of the University will act as hosts at each table of fathers and students.

Reservations for the luncheon can be made by calling MAin 8158, extension 6135 or 6136. Tickets at \$1.50 may be obtained in advance or at the door by reservation only. Football tickets may be bought at the luncheon.



Montrose, Minn. freshman Elizabeth Johnson talks over her scholarship application with Carl Nelson of the Bureau of Loans and Scholarship staff. State map in background shows home towns of Merriam scholarship winners.

More Aid for More Students Is Aim of 'U' Scholarship Program

THE SCHOLARSHIP program at the University of Minnesota has no problems other than those common to most American colleges: too many students and too little money.

"It's a lot better than it used to be, though," says George B. Risty, director of the Bureau of Student Loans and Scholarships. "When this bureau was set up in 1943 we handled only six scholarships—and there weren't many more in the whole University. During the last fiscal year we granted \$129,464.42 in scholarships to 722 students. But we had to turn away 885 others who were also qualified."

Risty goes on to say that while the bureau could not help the remaining 885, very often it was able to put such students in touch with individuals, organizations, and firms which *could* aid them.

Who is responsible for scholarships and their distribution? Funds for these grants come from many different sponsors—industry and business, labor unions, clubs and organizations, and individuals. Very

often sponsors stipulate qualifications for winners of their awards. Hence you will find most manufacturing firms and national companies offering their scholarships specifically to engineering, business, or agricultural students.

Individual contributors also generally specify qualifications, and organizations usually want their scholarships awarded to possible future members of the organization. Thus, the Minnesota Medical Foundation may set up a grant for a medical student, the Minnesota Women's Press Club an award for a girl in journalism.

"CLASS, as well as college and sex, can be specified by the sponsor," continued Risty. "More scholarships are available for seniors than freshmen."

Even so, the freshman alumni scholarship program has done a good job of getting students to the University and keeping them there, Risty says. "It's a very big jump from high school to college, a jump many

qualified young people never attempt. Among the upper 10% of every high school class, for every student who goes to college, another student doesn't. And in the upper 20%, for every one who goes on, two stay home."

This year scholarships for freshmen sponsored by the Greater University Fund and the Josephine L. Merriam Fund were awarded to 115 students.

HOW DOES the University choose scholarship winners? The student's application goes to the bureau, which completes a file of credentials, including references from previous employers, character references, test scores, academic records, and information on financial need. When the file is completed it is then presented to a small committee (there are about 70 such) composed of the dean of the student's college, two faculty members, and a representative of the Bureau of Student Loans and Scholarships.

These committees have the task of deciding among the qualified applicants for a scholarship; a hard task, for there may be many more worthy applicants than there are scholarships available. For instance, last year there were 83 qualified applicants for five Aluminum Company of America scholarships and 74 competing for three Radio Corporation of America grants.

"Our present needs are for more scholarships," says Risty. "Contrary to rumor, we use every scholarship we get, and could use four times as many."

Some schools, such as Pharmacy and the Arts college, have rather few scholarships—and Dentistry has none. But progress has been made in the bureau's ten years of operation, as is witnessed by 20 new scholarships in medicine and 18 new grants in mineral engineering.

"We look to a brighter future," says director Risty. "The Greater University Fund and other divisions of the University are constantly stressing the importance of increased scholarship aid to make it possible for needy and qualified young people to buy higher educational training."

TRAINING THE TEAM

Lloyd Stein and his staff keep grid stars fit

“EVERY COACH has his own idea of how to train the team, but all of them agree that a football player needs good food—plenty of it—but not too much, either.”

Trainer Lloyd Stein, assistant professor of physical education and athletics, flipped through a temporary menu list. “The football team will go to breakfast after the first practice, about 9 a.m. They have had nothing to eat before then, except a glass of orange juice just before they go out on the field at 6:30.

“After early practice ends at 8:30, the boys shower and change, then go over to the Union cafeteria. They go through the line and pick out their breakfasts, anything they please, with certain restrictions on things like waffles and hot cakes, of course.”

During the three-week pre-season practice, Stein said, the team’s breakfast in the Union was followed by Coach Warmath’s chalk talks in Cooke Hall. During the regular season, however, the boys have classes.

Lunch at noon is a “light” but adequate meal at the training table in the Union Junior Ballroom. However, complete as the luncheon menu is, it makes no mention of milk.

“You notice that we do not allow the team any milk at noon,” said trainer Stein. “We give them as much milk as they can drink at night, but none at noon. Well, that’s because milk makes the boys slow down in afternoon practice. They just don’t seem to feel like running.”

Afternoon practice from 3:30 to 5:30 p.m. is followed by dinner at the training table. This last meal of the day is open free of charge to the squad throughout the season. Dinner is a very hearty meal, with lots of body-building meat, potatoes, and vegetables.

For instance, some Thursday night the Gophers will be eating three-fourths cup fresh vegetable soup, 12

oz. (trimmed) sirloin steak, oven browned potatoes, fresh buttered green beans, creamed Waldorf salad in a lettuce cup, whole wheat rolls, celery, all the milk they can drink, and a couple of scoops of ice cream, all served and prepared by the cooperative Union Food Service party and banquet floor staff.

“WHAT does the football player do after dinner? Well, after school starts he goes home to study,” said Stein.

“The player has just as many temptations to slough off as does the ordinary student. When students come here as freshmen the temptation to go downtown to see that new movie or hear that band is very strong.

“If a football player gives in to this temptation he not only gets lower marks, but he feels terrible the next morning at practice. He has to be up by about 5:30 to get over here, get taped up and be on the field by 6:30. If he hasn’t had the sleep he needs, he feels the line more and is more likely to be hurt. In a sense, break-

ing training is its own punishment. A conscientious player won’t break training, nor will any player who thinks very much of his own welfare.”

During the game trainer Stein and his four assistants — swimming coach Lloyd Boyce and trainers Glenn Gostic, Constantine Valentine, and W. Stanley Wilson — are on tap to treat any injuries that might occur. “In a game, every time a play is run there are 11 chances of an injury to a member of the team. In a practice scrimmage, there are 22 chances of someone getting hurt.

“Generally, these boys come in to practice in pretty good shape. Actually we don’t want them to get into too good form before they come, because overtraining can be a problem, too.

“Then we train them into their top physical and mental form. Both are equally necessary. I once saw a player lose 18 pounds in a single game down at Nebraska.

“Mental training for the game is as important as the physical training. Football is hard work. The only fun the player gets out of the game is winning, and to win the team needs more than muscle. They have to be able to *think* football,” Stein said.

“Mentally and physically, a football player’s life is no lark. He has to be able to take it. Good training makes it possible.”

And, we might add, good *trainers!*

Trainer Lloyd Stein keeps his eye on the diets of Gophers Ralph Goode, Geno Cappelletti, and Verne Frye at the Coffman Union training table.



'U' Fall Enrolment Up 6.9% Over Last Year

Fall quarter attendance at the University of Minnesota is 20,399, an increase of 1,325 or 6.9 per cent over last year's fall quarter total of 19,074 students, True E. Pettengill, University recorder, reported after the second week of fall quarter.

Included in the current total are 18,742 students on the Twin Cities campuses and 1,657 at the Duluth Branch. One year ago there were 17,679 at Minneapolis and St. Paul and 1,395 at Duluth.

There are 1,687 identified Korean Veterans and 828 World War II veterans in attendance under government benefits, Pettengill reported.

More new students entered the University this fall than a year ago — 6,258 as compared with 5,634. These included 4,243 freshmen, 1,745 students with advanced standing, and 270 special students. Freshman enrolment is 11 per cent (or 425) above last year's total of 3,818. Advanced standing enrolment is 229 or 15 per cent over 1,516 last year. The increase in freshmen came principally in the college of science, literature and the arts, general college, Duluth Branch, and the college of agriculture, forestry, and home economics. The most popular college for freshmen is college of science, literature, and the arts in which 1,611 freshmen entered, 175 more than last year.

Men outnumber women in the Uni-

versity by more than two to one. Of the students on the University campuses this fall, 14,577 are men and 5,842 are women.

The increase this year is the third in succession since the post-war low during 1951, Pettengill pointed out. Since that date, the enrolment has increased by 1,717 students or 9 per cent. Ninety-two per cent of this increase has occurred in the last two years, he explained. This upward trend that started in 1952 is clearly accelerating and is expected to continue through the 1960's and beyond, according to Pettengill.

Seymour Lectures Set Up

A memorial lecture series which will bring world leaders as speakers to the University of Minnesota has been established in honor of the late Gideon D. Seymour, executive editor of the Minneapolis *Star* and *Tribune* from 1944 until his death last May.

The series will be sponsored by the University and financed by the Minneapolis *Star* and *Tribune* for an indefinite period, starting with an initial plan for three years. Lecturers will be leaders in such fields as government, literature, the arts, religion, science and international affairs who will be invited to the University campus. Their addresses are expected to be significant presentations on topics of current public interest.

Dance, Essays, Contests Among Features of SLA Week, October 18-23

A "absent-minded professor" refereeing a football game between students and faculty members of the University of Minnesota's College of Science, Literature, and the Arts was one of the lighter events of the annual SLA Week which ran this year from Oct. 18 to Oct. 23.

Sponsored to promote better student-faculty relations and a better understanding of the place of liberal arts in education, the program included an all-college convocation, student-faculty coffee hours, departmental displays, and a student-faculty dance and football game. SLA student Jacquelin Silker, sophomore, of Onamia, Minnesota, was elected "Dean for a Day," to "take over" for one day the duties of SLA Dean Errett McDiarmid.

Students also participated in an essay contest on "Why I Chose SLA," and in a Quiz Bowl contest copied after the radio program.

Faculty members attended dinners Oct. 18 in dormitories, fraternity and sorority houses, and religious foundations, where they spoke on the objectives of liberal arts education. In their classes they consciously tried to relate their subject to the rest of the liberal arts curriculum.

Climaxing the week's events was an annual SLA Week Dance held on Friday, Oct. 22.

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MINNESOTA CHATS

University Offers *Child Psychology* on TV

THE UNIVERSITY has just embarked on a teaching experiment. On January 18 over WMIN-TV (Channel 11) Professor Dale Harris, director of the Institute of Child Welfare, began a series of lectures on child psychology. U radio station KUOM is helping in the programs, production of which will be telecast at 10:00 a.m. every Tuesday and Thursday through April 14.

These half-hour TV programs will supplement the regular course in *Child Psychology: The First Twelve Years* which will be given through the U Extension Division's Home Study Department. The three-credit home study course includes written lessons and examinations and costs \$15.00. It can be started at any time.

Viewers who do not want Univer-

sity credit can increase their understanding of these telecasts by ordering from Home Study a \$1.00 syllabus containing a course outline and recommended reading list.

Professor Harris feels the television series has really exciting possibilities. "TV is here to stay, educationally speaking," he says. "This course is only the beginning for us at the University."

"My goal," Harris adds, "will be to demonstrate the usefulness of the available body of scientific knowledge on child development."

He will try to show that child psychology is not the wisdom of a group of sages nor a bunch of tricks to be pulled from a hat, but rather the result of research—sometimes exciting, always painstaking—that can guide

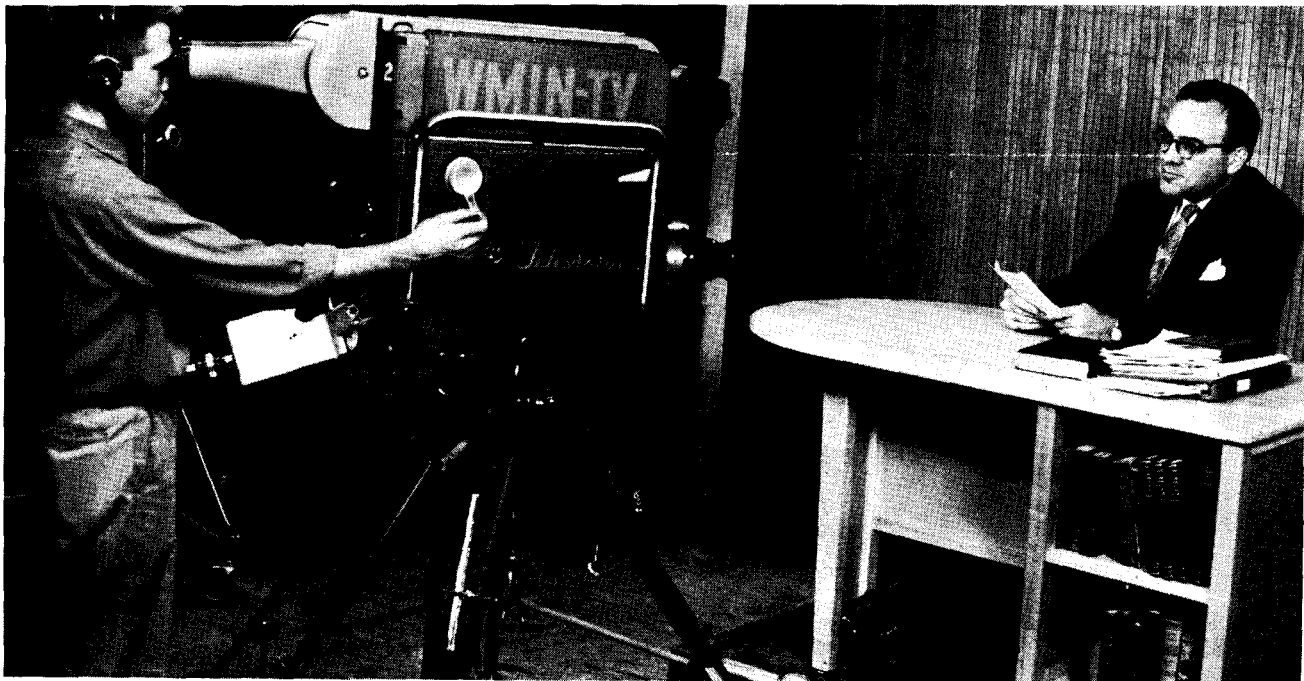
teachers, parents, and others who work with children.

An old hand at radio and television since his first KUOM course in 1941, Harris himself expects to learn a good deal from this TV venture. It requires him to condense by almost half the material he gives in *Child Welfare 80*, the regular child psychology course offered during the day and in evening Extension classes. "I have to ask myself, 'What two or three main points can be made in each self-contained half-hour lecture, and how can I make them most effectively?' This means re-thinking the entire course and boiling it down to essentials."

Professor Harris emphasizes that this undertaking, while aimed partly

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Prof. Dale Harris warms up before the WMIN-TV camera in preparation for his lecture series on child psychology.



TV Series

continued from page 1

at parents and "casual listeners," is primarily instructional. Credit students must have taken the prerequisite course in General Psychology, and they will be required to read the hefty text, Jersild's *Child Psychology*, fourth edition.

The course begins with a general description of scientific method illustrated by studies of how and why the child psychologist observes children. Then Harris will talk about infant behavior and its importance for later personality development.

He will go on to analyze the child's social behavior and the learning of social skills: his emotional development; his mental life, including language, memory, and thinking; and finally, the growth of his personality.

The course will wind up with some discussion for the general viewer on what the scientific study of children can mean to parents. "We will try to get across the idea that child psychology isn't something you 'use' on youngsters to bring them into line, but rather a means to help the child realize his potentialities for growth. It can teach parents to do a better job by making the 'task' of parenthood more interesting," he says.

At first, Harris expects to rehearse each program before the cameras. As in his classes, he will lecture standing, will use the blackboard and teaching charts frequently, and will rely on brief notes rather than a script.

The main departure from the regular course will be a greater use of demonstration material. Because it is almost impossible to observe children directly in a half-hour program geared to move without any hitches, Harris will introduce short film episodes of children observed at the Institute. He also expects to use tape-recordings of children's school conversations and interviews, supplemented by explanatory comment.

To enroll in the correspondence course for credit or to receive the \$1.00 syllabus, write: The Home Study Dept., 254 Nicholson Hall, University of Minnesota, Minneapolis 14, Minnesota.



Three students discuss fabrics in Related Art's home furnishing laboratory.

Related Art Shows Importance Of Good Design in Daily Living

WHEN YOU MENTION the related art section of the School of Home Economics, you often hear the question, "What is *related art*?"

As staff members themselves explain it, these courses are concerned with the art that is part of personal, home and family living. Their aim is to help students "sensitize themselves to see beauty and develop the ability to produce it" in their surroundings.

As taught at the University, related art is integrated with the whole home economics program: Related art staffers help students in meal planning classes select attractive and appropriate table settings. One interior decorating class suggests furnishings for the home management houses and is responsible for any major redecorating. And a related art staff member even helps direct activities in the children's play school.

Titles of related art courses indicate the concern for all areas of home economics — textile design, costume design, home planning and furnishing, interior design, color design, etc.

Since it began with one staff member in 1913, the section has grown to include five full-time staff members: Gertrude Esteros, head; Helen Ludwig, Juliette Myren, Marion Ever-son, and Evelyn Franklin.

Every home economics student on the St. Paul campus takes some related art courses in the attractive third-floor classrooms of the new home economics wing. (Students in SLA, in General College, and in the School of Business can also take special courses in this area.)

Related art has its own majors, too. Most of these have concentrated on interior design, in which "seeing and doing" plays an important part. Portable rooms on the fourth floor of the home economics building permit students to accumulate decorating experience by working out problems in room arrangement and color combinations. A small "store" contains an assortment of furnishings from which they can draw.

A course in supervised retailing taught in cooperation with Schuneman's, Inc., St. Paul, gives students a good background for jobs in department stores and decorating studios. Students in this course work at Schuneman's one day a week and attend this retailing class two hours a week.

Graduates of the related art and business course have gone into such diverse fields as retailing (the most popular), advertising and display, and fashion coordinating.

The University's Legislative Request

THIS, AS YOU KNOW, is a "legislative year" — the biennial occasion when the University of Minnesota through its Board of Regents, presents to the State Legislature its requests for the appropriations necessary to carry forward its teaching, research, and public service. Although tax money accounts for less than half of the University's income, it is the indispensable lifeblood of the budget, determining staff salary levels; providing supplies, equipment, and building facilities; underwriting special research, service projects, and the University Hospitals.

Therefore the University wants state legislators and the citizens they represent to understand the purposes and needs of the University. Among these citizens and taxpayers no group has a greater stake in the University than the parents of our students. And no other group, I have observed with gratification, has been consistently more interested in the University or more understanding of its problems and needs.

The nub of the request is contained in the "general maintenance" appropriation.

For the 1955-57 biennium the University expenses for teaching, non-sponsored research, and public service have been estimated at \$25,542,529 annually. Estimated income is \$8,279,683 annually. The Regents are thus asking the legislature for a maintenance appropriation that is the difference between these two figures—or \$17,262,845 for each year of the biennium.

This figure is some \$2,300,000 more per year than the University actually received yearly from the legislature for the 1955-57 biennium. It is only slightly larger, however, than the sums originally requested in 1953. What accounts for this increase?

- *Student enrollments* at the University are up and they will continue to mount during the 1955-57 biennium. The 1953-55 University general maintenance appropriation was based on an average of 18,800 students. The estimated average enrollment for 1955-57 will be 13% higher, or 21,250 students. This increase foreshadows the tremendous enrollment bulge that is anticipated for the years from 1965 on, when students now crowding the Minnesota elementary schools will have moved on to college level.

- Not only will student enrollment increase, but the pressure to carry forward *non-sponsored research* in every area of University scholarship persists and will mount, and the demands for *public service* grow every year.

- The competition for *academic staff* is intensifying and must in some measure be met. Deserved salary adjustments will provide some protection against competitive inroads on the faculty in the future, and make recruiting of new staff possible. With rising enrollment the

number of faculty positions must be increased correspondingly. Salary needs must also be met for *civil service staff*. In addition, we shall require more civil service staff in areas that relate to increased enrollment—more workers in libraries, more laboratory and stockroom attendants, more counselors.

IN ADDITION to the General Maintenance Appropriation, the University, as in past years, is asking for the following separate appropriations:

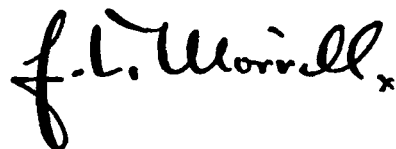
- *Special Appropriations.* These provide essential funds for special extension and research activities, ranging from research on low grade iron ore, cancer, and child welfare, to the agricultural extension service. The University is requesting \$1,494,290 for each of the two years ahead. This is a \$266,740 increase over the actual 1954-55 appropriation, due to merit salary raises and constant pressures for additional research and service, as in the Soil Conservation program.

- *University Hospitals,* which have a separate appropriation, are requesting \$3,129,311 for 1955-56 and \$3,179,311 for 1956-57; both of these figures represent a *decrease* from the \$3,358,312 received from the Legislature for 1954-55. This comes about largely because group hospitalization plans have been paying a share of costs for some county patients.

- *Buildings.* In its current request the University has pretty much limited itself to building projects that involve long-standing commitments, to essential remodeling of existing buildings, and to repair of deteriorated structures. This proposed remodeling will permit greater efficiency by providing additional class and office space.

The total building request for the two-year period is for \$9,810,000, to be divided among the Minneapolis campus, the St. Paul campus, the Duluth Branch, and the Branch Stations. The Regents have postponed requesting some \$55,000,000 additional in documented needs for new buildings, additions, and repairs.

This legislative request represents a compromise between the carefully computed needs of the University and a realistic appraisal of the financial ability of the state to provide institutional support. The appropriations will bear directly upon the future growth of this state, in which the University must and should play a central role. So strongly do I believe this that I repeat the statement I have often made before: "The measure of support given the University is, in truth, the measure of the people's faith in their own future."



Test Shows 'U' Seniors Score Well Above National Average

Grades of graduating seniors of the University of Minnesota College of Science, Literature and the Arts ranked above the national average scores established by graduating seniors of 20 selected liberal arts colleges throughout the country in the "Senior Test" given last spring.

Average scores of Minnesota seniors ranged as much as 20 per cent higher than the percentiles of the seniors nationally in certain division of the tests. For example, Minnesota students in the fiftieth percentile in a social science test ranked in the seventieth percentile when compared to the national group.

Tests given to the seniors were area examinations—very comprehensive examinations of knowledge in three general fields of learning—and aptitude tests designed to measure ability to solve problems and deal with symbols of a quantitative and verbal nature.

A straight 70 percentile on the University of Minnesota table would rate the student the following percentile among national students in the various parts of the tests: quantitative, 79; verbal, 76.5; social science, 82; humanities, 79; and natural science, 71.5.

56 SPANners to Study Abroad in '55

Fifty-six Minnesota university and college students have been chosen to study in foreign countries during the summer of 1955 under the Student Project for Amity Among Nations (SPAN).

Included in the group will be the following number of students from six different educational institutions: 21, University of Minnesota; 15, Macalester College; 9, Hamline University; 8, College of St. Thomas; 2, St. Olaf College and 1, Carleton.

The students, who will be accompanied by four faculty advisers, will

study in Yugoslavia, Italy, Ireland, and Argentina.

Their advisers are: Robert C. Eidt, University geography instructor, Argentina; Clarence Rife, Hamline history professor, Ireland; Angel M. Vasquez, University romance language instructor, Italy; and John D. Scanlan, Thief River Falls, University resident counselor, Yugoslavia.

The 1955 Spanners already have begun their intensive study in language, history and contemporary problems concerning their respective countries.

Mining Scholarship Set Up

An undergraduate scholarship fund for students seeking careers in the mineral industry field has been established at the University of Minnesota in an effort to meet a shortage of mineral engineers.

Beta Chapter Alumni association of Sigma Rho fraternity has made a grant of \$3,560 to encourage high school graduates with high scholastic standings to seek a mineral industry career. Scholarships of \$100 to \$500 per academic year may be given to those wishing to enroll in the School of Mines and Metallurgy, a division of the 'U's' Institute of Technology.

Scholarship applications may be made through the Bureau of Student Loans and Scholarships at the University, Room 201, Eddy Hall.

State of the Union

The facilities of Coffman Memorial Union on the University of Minnesota campus have been used during the past two years by 4,900 groups with attendance of over 275,000. The Union, which is used by alumni, students, and faculty members, was completed in 1940 as a campus center for all social, cultural and recreational activities. Over 149,000 students participated in the two-year period in the Union Activity Program. Attending the 1953 Homecoming dance alone were 4,200 individuals.

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MINNESOTA CHATS

This Is Cap and Gown Day—1955

A SUNNY THURSDAY in May . . . the campus is quiet as students sit in their third-hour classes. At 11:15 a.m. the Frances Miller Brown Memorial bells begin pealing the University alma mater from Northrop Auditorium, and down at the opposite end of the Mall, in front of Coffman Memorial Union, a procession is forming.

Thus begins another Cap and Gown Day, the annual observance through which University students are recognized for academic distinction.

Seniors in caps and gowns are bustling about, looking for the placards that identify their colleges; SLA, Pharmacy, Business, Agriculture all have their own standards and marshals who will lead them.

The seniors file into place. Behind them assemble the faculty in academic costume. Amidst the black of caps and gowns, flash spots of color; a scarlet cap from an Australian University . . . the pink edging on the hood of a music faculty member.

Above the babble you can hear band music. On the steps of Northrop the University Bands have assembled and members are "warming up." The bandmaster holds up his hands for quiet; he brings them down, and the thrilling rhythm of *Semper Fidelis* floods the campus.

Now it is 11:20. Fourth hour classes have been excused for the ceremonies and underclassmen pour out from the buildings flanking the Mall and cluster on the sidelines.

The procession begins—two files marching left and right over the footbridges on either side of the Union and joining in the center. First is the color guard bearing the flags proudly in the light May wind. Then come the seniors marching solemnly.

Watching on the sidelines are parents, classmates, alumni from as far back as the class of 1905, this year holding its 50th reunion! To the click of cameras, the seniors enter the auditorium, and now the faculty processes, two by two, ending with President Morrill. And as the Mall clears and the band continues to play, students—thousands of them—pour from the sidelines into the auditorium itself.

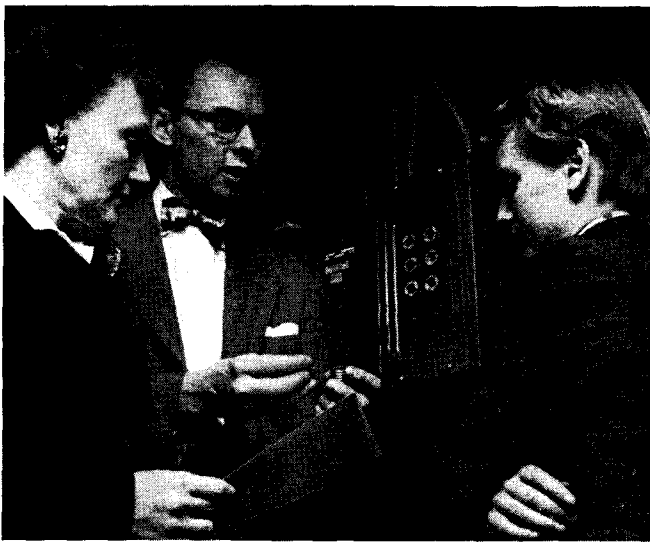
Once in the auditorium they will receive a program listing the names of all students elected to academic honor societies and winners of scholarships, fellowships, and prizes. According to tradition, no individual names are read, but at a specified point in the program, all honor students are asked to stand in a body as the auditorium resounds with the applause of their teachers and fellow-students.

It has also become traditional to have the annual Cap and Gown Day address given by a faculty member who is about to retire. This year's speech, entitled "A Fixed Goal?" will be delivered by Roland S. Vaile, professor of economics and marketing, who retires this June after 32 years.

With the singing of "Hail! Minnesota," the formal program is concluded and the students leave the Auditorium. Another Cap and Gown Day has passed . . . a tradition has once again come to life.

Parents of students are cordially invited to share in this observance by coming to the University's Minneapolis Campus May 19 at 11:15 for the procession and the convocation. Those who cannot attend in person may follow the events of Cap and Gown Day over University radio station KUOM, beginning at 11:15.





Housing Inspector Ernsta Olson and Lee Stauffer check fusebox in student rooming house of Mrs. Betty Clark.

Team of health experts works at

Keeping 'U' SAFE

EVER HEARD OF "environmental health"? Although it sounds abstract, it covers such basic elements as the food you eat, the water you drink, the air you breathe. And it covers much else too—everything from rats to radium, literally.

The University community creates the vast range of health hazards one might expect to find in a city, some of them intensified. For example, percentage-wise, more people eat out. More people live in short-term rental housing. Many are exposed to laboratory hazards. And, in a sense, all work in an industrial environment. Its health service, directed by Dr. Ruth Boynton, is the University's health department.

The University has a unique health set-up, outstripping most colleges and universities, which limit their concern to food services, student housing, and the like.

For many years—from 1918 on—Minnesota's program followed a typical pattern of part-time inspection, mostly of swimming pools, housing, and food services. Then came World War II and a heavy veteran enrollment. Campus facilities strained at the seams, bringing health hazards into sharp focus. University administrators attacked the problem in many ways.

First, in 1949, they brought Richard Bond, a Cornell University public health engineer, to the Minneapolis campus to organize and direct an environmental health department. The same year, the State Board of

Health designated the Students' Health Service as official health department for the U. In 1951, the Regents adopted a code which covers almost every aspect of environmental health.

Bond, the public health engineer, directs a versatile team which, as he says, "checks everything from fruit salad to isotopes, from chlorinated water to rooming-house fire escapes."

Team members are: Lee Stauffer, sanitarian and assistant to the public health engineer; George Michaelson, industrial hygiene engineer; Ralph Wollan, health physicist; John Morris, safety supervisor; and Joan Mann and Ernsta Olson, sanitary inspectors. Several have faculty rank and give special public health lectures for graduate students.

"The University is a full-scale laboratory for public health students," Bond explained. "Here engineers and sanitarians can learn first hand from visits to the milk pasteurization plant, food services, water supplies, shops, and laboratories."

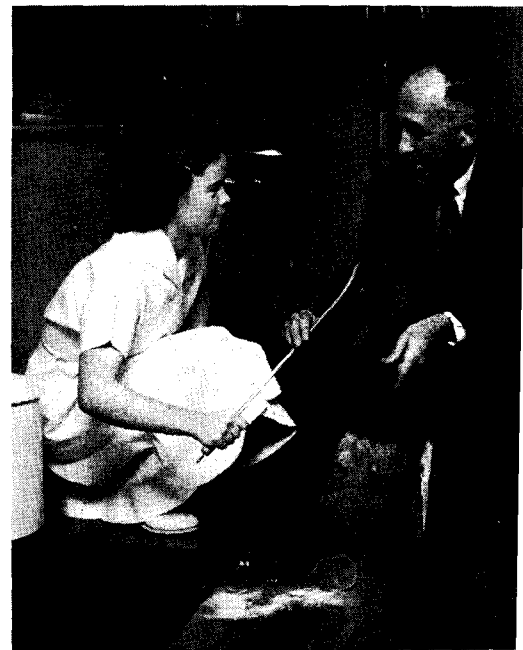
Staff inspects student housing

Student housing is the grand-daddy of all environmental health services. Since 1918, the University has shouldered responsibility for inspecting all buildings in which its students room, provided the student is not living with close relatives or doesn't own his own home. The program, of course, is the housing bureau's direct responsibility, but health service peo-

continued on next page



Keeping an eye on temperature in "U" pasteurizer are public health engineer Richard Bond and plant manager G. Marsh. Below, safety supervisor John Morris gives a medical technologist lesson in glass disposal.





George Michaelsen tests for toxic mercury vapor as a student technologist, Mary Dahlstrom, works in medical lab performing various tests.

ple lend technical assistance and frequent suggestions.

That's where Mrs. Mann and Mrs. Olson come in. Each year they check on 8,000 students' living quarters—including dorms, fraternity and sorority houses, co-ops, and some 1,200 private dwellings. Villages of quonsets, prefabs, trailers, and barracks for married students take the two women on another round of inspection.

Technical know-how and their practical slant as homemakers guide the women. As Mrs. Mann points out, "To do this work, you have to know about electrical circuits and fuse requirements, but you also must talk the homemaker's language. If you can't understand her, how can she understand you?"

Food services are checked

Food standards early attracted the attention of public health experts. The University and its students operate more than 100 food services. Bond and Stauffer survey them all, from the Campus Club to the Stadium concessions serving 65,000 on football Sat-

urdays. Health experts even go off campus to check manufacturing plants and test their products for University use.

Drinking water, too, comes in for testing. The University community slakes its thirst with water drawn from deep drilled wells and in a few cases from shallow hand-pumped wells. And the unusual needs of laboratory and research equipment intensifies the water problem.

"The University develops its own water supply on the St. Paul campus and out at Rosemount," Stauffer explains. "On the Minneapolis campus we use city water."

Water content of eight swimming pools on the several campuses adds another column to Stauffer's checklist. He checks for bacteria, chemical treatment, and temperature. Bond and Stauffer also review plans for altering the water-supply system and supervise disinfection.

Treatment and disposal of the University's used water supply is similar to that of any urban community, but it is somewhat aggravated by contamination and infectious wastes from hospitals and bacteriological labs. Disposal of radioactive wastes is a problem in itself. Each sink, each pipe through which such deadly wastes flow is tagged for the plumber's protection.

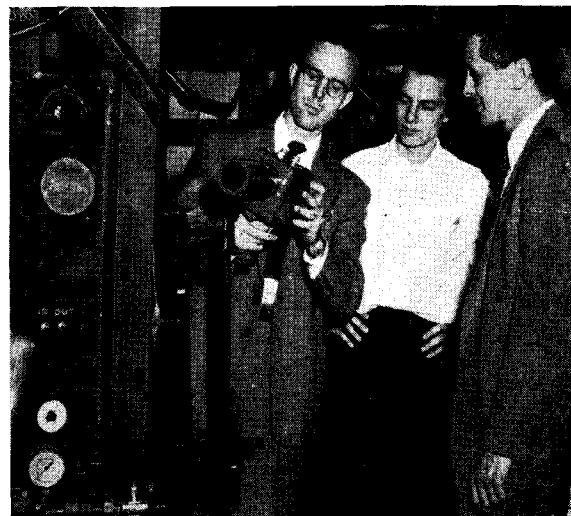
And that's where Ralph Wollan, health physicist, takes over. Wollan, a newcomer from Oak Ridge, has to call on his imagination and scientific know-how to prevent excessive radiation exposure to personnel.

"The Atomic Energy Commission, since 1946, has demanded a meticulous check on radioactive isotopes to protect individuals using them," Wollan recalls. "A University advisory committee regulates their use on campus, a safeguard AEC requires."

Caution: radioactive materials

Last year the University use of isotopes became so widespread (about 20 departments order isotopes for research, diagnosis, therapy) that a fulltime expert was needed. Wollan's work has several phases: He trains personnel individually in the techniques of handling radioactive mate-

rials, and plans to give general instructions for technicians as part of their in-service training. He also supervises a long range film-badge program. Each of the 225 technicians who routinely handle radioactive materials or operate x-ray machines wears a sensitive photographic badge. Every two weeks the badge is processed for radiation exposure.



In a "U" atom-smasher, health physicist Ralph Wollan checks for radioactivity as physics grad student David Zipoy and Prof. J. Morris Blair watch.

Before an isotope shipment arrives on campus, Wollan hikes over to the department ordering it to assess potential hazards and set up safeguards.

After it arrives, Wollan is again on deck, making periodic lab visits to test radiation background levels.

Radium therapy takes Wollan to U hospitals where he tells the attending nurse how much time she may safely spend at the patient's bedside.

'U' improves industrial hygiene

The University of Minnesota has even more industrial health problems than you might suspect. Its civil service staff includes many professions, trades, and crafts. That's where Wollan's work dovetails closely with that of seasoned staffer George Michaelson, industrial hygiene engineer, whose pursuit of dusts, gases, and vapors has taken him into teaching and research labs and shops—and even garages. Michaelson is particu-

continued on next page

Health Experts Work at Keeping 'U' Safe

larly concerned about laboratory technicians who work with toxic volatile solvents.

"Teachers and researchers work with materials that create hazards they know about but often fail to recognize or apply to their own situation," Michaelsen explains. "It is not safe to assume the chemist is adequately protecting himself against toxic gases nor that the radiologist is going to safeguard himself against the danger of ionizing radiation."

In its accident rate, the University also mirrors other communities. Last year the U's study of student accidents underlined the need for a more intensive accident prevention program. Reports of employee accidents roughly classified them into two groups: those caused by an unsafe act of the individual and those caused by an unsafe condition. And "unsafe act" led by two to one. Preventive safety training seems to be the answer.

Enter John Morris, safety supervisor, who recently joined the University staff after 15 years as insurance company safety consultant. He will be available as consultant to supply technical safety information for civil service training.

Morris won't police or inspect, but will advise. For example, he will work with student planners in eliminating accident hazards in homecom-

ing exhibits. "General safety regulations serve as a guide, but they don't protect the student unless he knows about them," says Morris.

In October and November, 1954, 318 injured students reported to the health service. Of these, at least 20 per cent were injured in dormitories, fraternity and sorority houses, or rooming houses. The upshot is that preventive safety will be integrated into the regular housing program.

"Preventive safety, housing, food, water supply, radiation and industrial hazards—they are all aspects of one larger problem," Bond, the director, emphasizes. "Each man's function dovetails with the next, which illustrates the value of a team approach to the total environmental health problem. We also benefit from this teamwork on the departmental level. Without the cooperation of other departments, this program would be impossible. We have a close working relationship with many departments such as the physical plant, university services, office of the dean of students, athletic department, and the heads of many academic and non-academic departments," Bond concludes.

This, then, is the story of a team of men and women who track down everything from rats to radium, to insure the University against the hazards of community living.

continued

Science Fellowships Go to 17 Minnesotans

Seventeen Minnesota men and women have been awarded National Science Foundation fellowships for study at the University of Minnesota during 1955-56. Of the total number of men and women, 14 are now attending the University.

Awarded predoctoral fellowships are the following University students whose major fields are listed: Paul E. Collins, Welch, agriculture; Robert E. Danielson, Deer River, physics; Mark S. Fawcett, Winona, chemistry; Edward C. Frederick, Eagle Lake, agriculture; Arnold G. Fredrickson, Wanamingo, engineering; Clayton F. Giese, Minneapolis, physics.

Richard L. Pierce, Minneapolis, botany; Richard E. Dickerson, Charleston, Ill., chemistry; Erich Marcus, Minneapolis, chemistry; Nobuko S. Mizuno, St. Paul, biochemistry; Rodney A. Nelson, Minneapolis, engineering; Malcolm S. Steinberg, Highland Park, N. J., zoology; Robert G. Vanderwater, Minneapolis, engineering; and Sally E. Sperling, Minneapolis, psychology.

Fellowship winners now attending other colleges are Kenneth K. Andersen, chemistry, Rutgers university; and David E. Rice, chemistry, St. Olaf college. Of the total number of students listed only one is winner of a postdoctoral fellowship: Frank A. Cotton, chemistry, now at Harvard university.

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MINNESOTA CHATS

“U” Tuition Rates to Rise Fall Quarter

TUITION RATES will rise for non-residents in all colleges and divisions of the University of Minnesota and for residents in most colleges and divisions beginning fall quarter 1955, President J. L. Morrill announced recently.

“These increases,” President Morrill has explained, “are in line with revisions discussed with committees of the State Legislature during the 1955 session.” The tuition advances are expected to increase the University’s tuition income by at least \$300,000 annually, or by about 10%.

“Because many other colleges and universities are raising their tuition rates this year the University will probably continue to hold a position near the median for the Big Ten universities,” President Morrill said.

Where will the raises occur? Minimum resident tuition,

now \$41 per quarter will be advanced \$5, to make it \$46 a quarter. The present non-resident minimum quarterly rate will go from \$110 to \$135, an increase of \$25 (with the exception of nursing).

Highest resident tuition will be the \$100 quarterly fee for dentistry (now \$86) and medicine (now \$88). Non-residents in dentistry and medicine will also pay highest fees in their scale, with a quarterly figure of \$210 representing increases from \$175 and \$185 respectively.

One University division, the College of Education, will reduce its tuition \$1 per quarter—from \$47 to \$46—to match the majority of the undergraduate schools.

The table below shows the present tuition rates and those that will be adopted next fall for residents and non-residents, by college:

University of Minnesota Tuition Schedule

| College or Division | Residents | | Non-Residents | |
|---------------------------------------|----------------|------------|----------------|------------|
| | <u>Present</u> | <u>New</u> | <u>Present</u> | <u>New</u> |
| Agriculture, Forestry, Home Economics | \$ 41 | \$ 46 | \$110 | \$135 |
| Business | 46 | 46 | 110 | 135 |
| Dental Hygiene | 41 | 46 | 110 | 135 |
| Dentistry | 86 | 100 | 175 | 210 |
| Duluth Branch | 41 | 46 | 110 | 135 |
| Education | 47 | 46 | 116 | 135 |
| General College | 41 | 46 | 110 | 135 |
| Graduate | 46 | 46 | 110 | 135 |
| (6 credits or less) | 23 | 23 | 55 | 67.50 |
| Institute of Technology | 46 | 46 | 120 | 135 |
| Law | 53 | 60 | 125 | 150 |
| Medicine | 88 | 100 | 185 | 210 |
| Medical Technicians | 53 | 60 | 125 | 150 |
| Mortuary Science | 68 | 75 | 110 | 150 |
| Nursing (Basic) | 41 | 46 | 60 | 70 |
| (Clinical) | 53 | 60 | 125 | 150 |
| Pharmacy | 51 | 51 | 125 | 150 |
| Physical and Occupational Therapy | 53 | 60 | 125 | 150 |
| Public Health | 41 | 46 | 110 | 135 |
| Science, Literature and the Arts | 41 | 46 | 110 | 135 |
| Veterinary Medicine | 76 | 85 | 165 | 200 |
| University College | | | | |

Tuition of college in which work is taken



Prof. James A. Hamilton, director of the course, goes over some new hospital blueprints with student Ruth Inghram.

THE MODERN HOSPITAL is the daily scene of birth, pain, recovery, and death. It is the point of focus where men and women of many skills and professional loyalties work together to care for the sick and the injured.

As James Hamilton, director of the University's hospital administration course, explains: "Twenty to thirty professions and technicians—doctors, nurses, medical social workers, power engineers, anesthesiologists, pharmacists, radiologists, laboratory technicians, orderlies, janitors, medical social workers, clerical workers, therapists—to name but a few—compose the hospital force.

"The care of the sick patient and presence of his frequently distraught friends and relatives create unending strain for the staff," Hamilton emphasizes. "In this atmosphere highly charged with tension, the pivot around which all these dedicated men and women work in the hospital is the administrator."

Administrator has tough job

To keep activities moving without a hitch demands a high order of administrative talent and training. The hospital administrator's job is tough and demanding, and his training, therefore, must be thorough and exacting.

That, at least, is the theory of Ham-

ilton, a pioneer in this new field of training hospital administrators to do their jobs.

Hamilton got into his work through the back door, so to speak.

Twenty-odd years ago, he taught industrial management in Dartmouth College's school of business administration. When anything around the college needed doing, Hamilton explains, the president sought a trouble shooter from among his young teachers. Within a few years it fell to Hamilton to reorganize an athletic department and to weld together a new medical group clinic, a health service, an infirmary and a local hospital.

Hamilton became superintendent of Dartmouth's new hospital at the same time he was meeting a teaching schedule. Teaching and administration occupied his time for the next twenty years. He left Dartmouth in 1935 for a two-year stint at Western Reserve University in Cleveland, Ohio, where he was also superintendent of its city hospital. The early 1940's found him in New Haven, Conn., where he directed the New Haven Hospital and taught at Yale.

By 1946 Hamilton, having by now worked at all the major varieties of hospital administration, decided he wanted to focus his activities on teaching—training hospital administrators.

double-barreled approach...

U Course Instructs Hospital Executives

He came to the University of Minnesota that year as professor of hospital administration when the Kellogg Foundation offered a grant to establish a program for a three-year trial period.

Hamilton's experience behind the hospital administrator's desk has given him insight into the qualities such a man needs, which explains why he and his colleagues spend many hours screening the several hundred applicants for the hospital administration course.

"Choosing the proper people to take the course is three fourths of the job," he stresses. "I believe that we must select a man first for his personality and second for his scholarship. The ability to get along with people is far more important than that of sponging up information."

Requirements for the course

Hamilton and his staff prefer liberal arts graduates and have set up only one prerequisite for the 21-month course: a basic course or two in accounting. The hospital administration course is entirely on the graduate level, and to teach it Hamilton is aided by James W. Stephan, associate director, and seven part-time staff members.

The course they teach is organized around a central group of subjects such as organization and management of hospitals, orientation to medical sciences, preventive medicine, sanitation, health education, social and economic aspects of medical care. A public speaking and conference technique course is another "must."

The nine-man staff can't do justice

to the wide range of problems the students will one day confront. So Hamilton calls on faculty members of the School of Public Health (of which the hospital administration course is a part) to give special lectures; he even draws representatives from other campus departments and from all parts of the country.

These lecturers explore the many diverse areas which touch the work of the hospital administrator: pharmacy, psychiatry, in-service training, laboratory techniques, occupational therapy, federal laws, licensing requirements, public health engineering, radiology, pathology, supply purchasing, public relations, etc.

Research on hospital needs

During this nine-month period, the student takes a clerkship course which is designed to help him "cut his teeth" on administrative problems. Here he learns how to investigate actual problems in local hospitals, determine possible solutions and how to prepare a report for management's decision.

To set up the course, Hamilton asks local hospitals what research they need done. Thirty-four Minnesota hospitals have already been helped. One got a revamped recovery unit developed from one student's specifications; another had a study made of its central supply system; still another needed suggestions on how it could improve its pediatric facilities. And just to show what unique problems harass the administrator, one young man developed a plan for hospital parking facilities.

After the intensive nine-month course, the student goes out in the field for his 12 months of in-service training. He may go to a veterans' hospital, a small clinic, a community hospital or a large university hospital; many of these are located in Minnesota and a few as far away as Texas and British Columbia. Each hospital's administrator has agreed to act as a preceptor or teacher to train the Minnesotan on the job. During the year, Hamilton or Stephan visits each student to review his progress.

After the field training in which he has grappled in earnest with his work, the student and his preceptor return to the University to compare

notes with their colleagues about common problems. Hamilton calls the preceptor back annually to make sure the course is being taught in the field exactly as the University wants it taught.

This double-barreled integrated training in separate locations has attracted the attention of other colleges and universities in other fields of study such as medicine, business, and law. Industrial leaders are watching this experiment with keen interest and considering it as a kind of training pattern they might use too.

Bright future for graduates

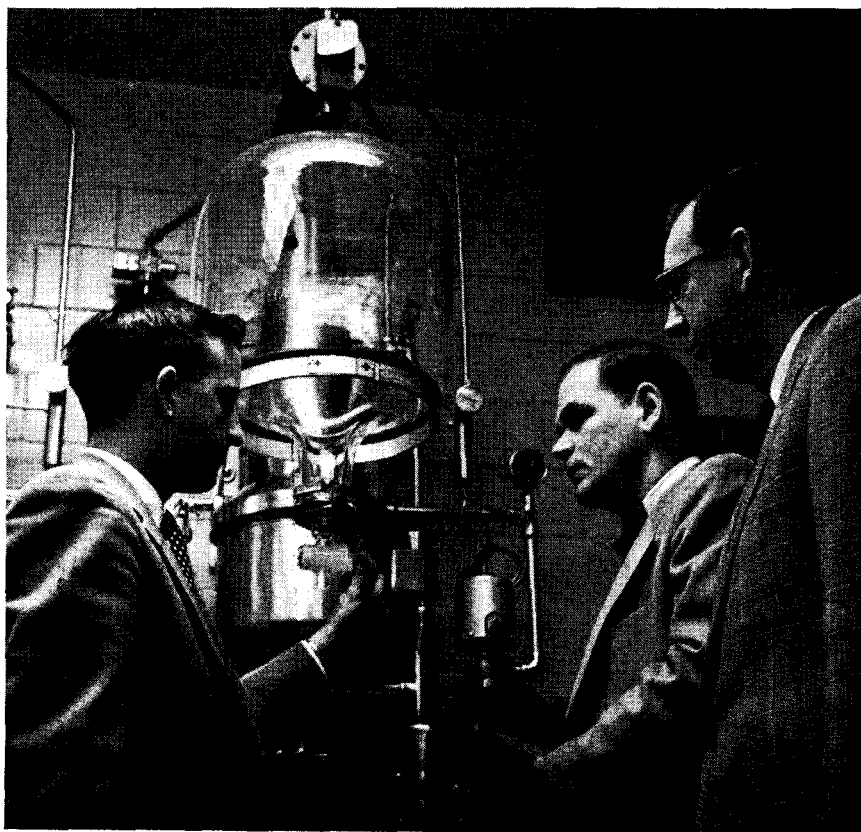
Each year the hospital administration course trains about 25 lucky men—and a few women—chosen from 200 to 250 applicants. After the three-year demonstration of the program's usefulness under the Kellogg grant,

the University took over the financing. Since 1948, the University has granted 149 masters' degrees in the field. The University doesn't see the last of the student at his graduation. Twice a year the graduate may attend special institutes which Hamilton and his staff offer for hospital administrators throughout the state.

Many graduates already have top posts in Minnesota and other mid-west hospitals. A few have scattered as far away as Oregon and British Columbia, and southward to Chile, Peru and Mexico. And Hamilton tells you proudly that three graduates have returned to their Brazilian homeland to start a hospital administration course at the University of Sao Paulo.

So Minnesota's James Hamilton, who got into his work through the back door, is opening a few doors elsewhere too!

Eugene Staples, a graduate of the hospital administration course and assistant to the director of U hospitals, explains a new piece of equipment in Mayo Memorial used for manufacturing intravenous solutions to student Robert Curran and to James W. Stephan, associate director of the course.



Students "Watch Their Language" In Three "U" Residence Houses

"Parlez-vous français?" "Hablar español?" "Sprechen sie Deutsch?"

These are the 64-dollar questions in three residence "language houses" sponsored yearly since 1950 by the University's Modern Language Institute for graduate and undergraduate students of French, Spanish, and German. In these houses students speak exclusively the language they are studying during the first summer term (June 13-July 16.).

The language program, of which the residence houses are part, offers regular departmental courses in the morning, practical conversation sections at the houses in the afternoon, and lectures, discussions, plays, films, music, and dances in the evening.

Activities in each house are aimed at improving the student's knowledge of a specific language and his understanding of the culture from which it stems. Thus, the houses welcome from time to time foreign graduate students who, in the course of their visits, contribute to the conversation and bring news of home.

This summer, as in the past, the three sorority houses on the Minneapolis campus used for language house accommodations have attracted people of different backgrounds but with a common interest in foreign language study: students planning to travel abroad, language teachers who want to increase their proficiency,

and men and women training for positions with the government or private business.

Elementary language students can earn 10 quarter credits for the five-week language program, and more advanced students can receive 9 credits. A special fee is charged in addition to regular Summer Session fees for the program offered in a language house, exclusive of room and board. For two of the houses (the German and the French) several scholarships have been awarded.

Two innovations have been made in the Modern Language Institute program this summer: New courses are being offered in French, German, and Spanish for Travel, held from 7:00 to 9:00 p.m. two nights a week at each of the three houses.

Another addition features demonstration classes of elementary school children being taught French, Spanish, and German by expert foreign language teachers. These classes are designed for observation by actual or potential foreign language teachers interested in new developments and methods in their fields.

The following University professors, aided by native assistants, will head the language houses: Deutches Haus (German), Prof. Herman Ramras; Casa Hispanica (Spanish), Prof. Rodolfo Floripe Maison Francaise (French), Prof. Guy Desgranges.

June 11 Commencement Sees 2490 Graduate

More than 20,000 relatives, friends, and guests watched some 2409 students receive University of Minnesota degrees at the June commencement exercises Saturday evening, June 11, in Memorial stadium.

Like all official University functions, the outdoor ceremony, with its characteristic pageantry, began with an invocation. At 8:00 p.m. the Reverend Paul Colbert, director of the Newman Foundation and adviser to Catholic students and staff members on the University's St. Paul campus, delivered the invocation.

Candidates for commissions in the United States Armed Services took their oaths of office from Col. Robert T. Connor, professor of military science and tactics. Presiding at the commencement exercises was Vice President Malcolm M. Willey, academic administration.

The traditional "Charge to the Class" was given by President James Lewis Morrill, who also conferred all degrees upon the candidates presented to him by deans of the University's various colleges. Graduating students were given their diplomas as they marched across the stage.

As is customary at University commencements, the names of students who received the degree of Doctor of Philosophy were announced individually by Dean Theodore C. Blegen, Graduate School.

MINNESOTA

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