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REPORT

Fall 1959

FROM YOUR UNIVERSITY OF MINNESOTA



University Health Service Offers Psychiatric Help

HELPING STUDENTS to understand their emotional problems and how to live effectively in society is the function of the University Health Service's Mental Hygiene Clinic. Counseling at the Clinic is available on an outpatient basis to all University students.

Often students seek medical care at the Health Service for physical symptoms which are actually the effect of an emotional problem. In such cases, when the attending physician finds nothing organically wrong, the patient is referred to the Mental Hygiene Clinic. Others are referred to the Clinic by the Student Counseling Bureau, by chaplains in the campus religious foundations, or by instructors who have observed an emotional problem in class.

At the initial appointment, each new patient is interviewed privately by one of the two psychiatric social workers. The interviewer, through conversation with the patient, is able to determine the nature and history of his problem. The student is then referred for psychiatric care. This most frequently includes psychotherapy, either individually or of group character. It may, however, include any indicated measures such as drug therapy, or the use of campus facilities such as physical, social, or vocational services.

In group sessions, students meet with others who have similar problems and through mutual discussion, are able to recognize different emotional problems and learn how to adjust

their behavior to cope with them. A member of the Clinic staff serves as a counselor during each group session.

Because each individual's history is different, there is no set therapeutic procedure to follow. An individual who needs only a definition of his problem may come for only one visit; however, such cases amount to less than 10 per cent of the total. The long term case who has built up a hard shell of defenses needs more counseling, because it takes time to get behind these defenses. Most cases average from four to five interview hours, although some patients, over a period of years, will come for several hundred hours of counseling.

Besides the two psychiatric social workers, the Clinic staff includes five psychiatrists, one psychologist, and one mental hygienist.

Staff psychiatrists have found the greatest problem of the college age group is gaining a feeling of security. At college age, people are in a transition. They want independence, but still have to be dependent. Each student needs to gain and form sound personal identity and a feeling of adequacy in adapting to world stress, so that he may adequately cope with his own emotions. Most of the student patients attend classes every day and live a regular college life while trying to solve their problems.

Since the Clinic was founded in 1926 with only one part-time physician, nearly 11,500 patients have been treated. Over half of those coming to the Clinic are men, which corresponds to the enrollment ratio at the University. Last year, a total of 780 patients received psychotherapy.



Listening attentively to the problems of one of the student patients is Dr. Robert G. Hinckley, head psychiatrist at the Mental Hygiene Clinic.

Off Campus Educational Opportunities For Adults Available In Correspondence Study Department

Educational opportunity — in the form of the postman, exists for all those unable to attend classes on campus. Correspondence education to satisfy the vocational, cultural, and avocational interests of adults in all walks of life, is available through the University Correspondence Study Department.

University credit can be acquired for most of the nearly 300 courses offered by the Department, covering nearly every phase of human interest, from philosophy and interior decorating to accounting and beekeeping. In some cases, at least 90 credits may be earned toward a bachelor of arts degree by correspondence instruction.

Correspondence study provides educational opportunity for a significant segment of the adult population, regardless of age, training or interest. In most instances, correspondence courses are open to adults without reference to previous educational ex-

perience. Registration can usually be made without examination or detailed admission procedures. For some courses or programs, however, there are prerequisite courses or experience required.

An individual may register and start correspondence instruction at any time because the Department operates through the calendar year. One year is normally allowed for completion of a course.

To earn credit in a course, the student must complete a specific number of correspondence lessons and must write and pass the final examination. Tests are written either at the University, or at an accredited school, which forwards the examination to the Department.

Correspondence courses are patterned after resident classes and cover essentially the same content as a regular campus class. If new courses introduced in campus classes are suitable

for correspondence study, they may be prepared for the correspondence student as well. Courses are added periodically to meet the needs and requests of these students.

The Department may add a new course after consultation with and approval of the individual academic department head, whether it be in English or electrical engineering. A professor is then chosen as the correspondence instructor, who develops the course and writes the study guide. The guide is then printed and compiled in book form by the Department.

The Department is the "clearing station" between the correspondence student and his instructor. Lessons are submitted by the student to the Department, which in turn mails them to the instructor for correction and comment. Materials are returned through the same channel.

Fall, 1959, marks a new venture for the University of Minnesota. The College of Science, Literature, and the Arts is presenting for the first time over KTCA-TV, the Twin City Area Educational Television Station, a course for credit. Regular college credit for this same "telecourse", Sociology 3, may be acquired also by the home viewer through the Correspondence Study Department. To supplement the TV lecture series, the home viewer is provided with a study guide, and lessons are completed in the regular correspondence procedure.

Since the Department was officially established in 1913, nearly 110,000 registrations have been received. The last yearly count, ending July 1, showed 9,815 enrollments in force and more than 52,000 lessons submitted during the year.

Checking a new Correspondence Study guide with his assistant Miss Jennie Williams, is F. Lloyd Hansen, director of the department.



Agricultural Publications Serve Rural And Urban Citizens In Minnesota

THE PUBLICATIONS of the Institute of Agriculture form an important teaching and service program of the University.

The city dweller who wants information on quackgrass control, the homemaker who wants to know the best buys in fruits and vegetables, and the farmer who wants to keep abreast of the latest developments in agricultural research may find the appropriate information in one of these publications.

More than 325 publications are printed each year and deal with subject matter varying from "Fattening Western and Native Lambs" to "Planning the Home Kitchen." They reach into the homes of gardeners, farmers, businessmen, and rural and urban homemakers throughout the state. In addition, they are used by Agricultural Extension county agents and home agents, and by home economics and vocational agricultural instructors for reference and classroom work.

The several types of publications are: Agricultural Experiment Station bulletins; Agricultural Extension Service bulletins, pamphlets, and fact sheets; and three periodicals—*Minnesota Farm Business Notes*, *Minnesota Feed Service*, and *Minnesota Farm and Home Science*.

The Experiment Station bulletins are reports on agricultural research and consist of two types — technical bulletins and station bulletins. The technical bulletins are written for scientists and the station bulletins are non-technical reports.

Agricultural Extension Service publications help interpret research to farmers, homemakers, and others who wish to apply new methods to their fields. One Extension bulletin — "Feeding the Dairy Herd" — has been furnished to dairymen since 1894. There have been 27 separate editions and nearly 500,000 copies have been distributed.

Other Extension publications in great demand include the consumer education folders, such as those on meat, poultry, processed foods, and Minnesota apples, written by Eleanor Loomis, consumer marketing agent.

The *Minnesota Farm Business Notes* is a monthly publication mailed directly to farmers upon request. *Minnesota Feed Service* is a quarterly magazine and is intended primarily for feed, seed, and fertilizer dealers. *Minnesota Farm and Home Science* is published three times a year and features several articles reporting on current agricultural research. Approximately 16,000 copies of this magazine are sent to county agents for distribution to farmers throughout the state.

All of these publications, written by Institute of Agriculture staff members, are processed by the St. Paul Campus Information Service. The publications are printed by the University Printing Department and are distributed from the St. Paul Campus. A complete list of all publications may be obtained by writing the Mimeograph and Bulletin Room, 3 Coffey Hall, University of Minnesota, St. Paul.



Foresters Mark 50th Anniversary Of Field Training At Itasca

ON THE SHORES of Lake Itasca, in northern Minnesota, is an outdoor classroom of the University of Minnesota. Covered with virgin and second-growth forests, the area is a vast training ground for University forestry and biology students.

Known as the Itasca Park Forestry School from 1909 to 1949, it is now known as the Lake Itasca Forestry and Biological Station. In July, 1959, the Station marked its fiftieth year as a center of field training in forestry. It thus has the distinction of being the oldest continuously operated field-forestry-training center in the United States. Since 1935, it has been used annually by more than 100 biology students, including many high school and college biology teachers, for intensive training in various biological fields.

During the past 50 years, instruction of foresters at Itasca has evolved from a general field training session to a more specialized curriculum emphasizing the technical aspects of forestry. The forestry session extends for a six-week period from approximately August 1 through September 15 and includes courses in field botany, forest measurements, field ecology, forest soils, and field zoology. Field training at Itasca is required of all forest

management majors in the School of Forestry. More than 1300 forestry students have received training at Itasca.

Students' accounts of the early days at Itasca tell of the horse-drawn stage which took seven hours to make the trip from Park Rapids to Itasca (a distance of about 25 miles) and of traditional hikes to the White Earth Indian Reservation to attend the Chipewewa-Sioux Peace Celebration.

In 1909 students lived in tents; today they live in comparatively modern cabins. There are 15 eight-man cabins for students, a two-ward infirmary, 10 modern cabins for faculty, six laboratories, and an office and library building.

St. Paul Student Center Opened

A NEW STUDENT CENTER for the St. Paul Campus—long a dream of University staff, students, alumni, and friends—became a reality in April, 1959.

The new \$1,150,000 three-story brick building was built and equipped without the use of any state or other tax money. Funds came from University student fees and from the earn-



The Itasca Forestry and Biological Station overlooks Lake Itasca, a mile from the headwaters of the Mississippi River.

ings of the all University Department of Student Unions, from gifts from business firms, industries, alumni, staff members, and other friends of the University, and from a loan authorized by the Board of Regents.

The Center is designed to accommodate a variety of groups and activities. Its facilities are open to staff members, students, and guests of the University. Its facilities include a ballroom with stage and lounge, a combined grill, soda fountain, and cafeteria; separate group dining facilities; conference rooms; offices for student organizations and for staff members; art exhibition areas; a craft shop, poster room, and photographic darkroom; bowling lanes and billiard and table tennis tables, and a conference headquarters area.

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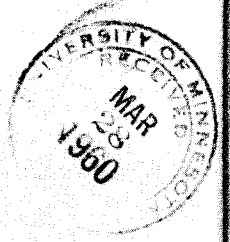
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Winter 1960



FROM YOUR UNIVERSITY OF MINNESOTA

O. Meredith Wilson Elected New President

O. MEREDITH WILSON, the 50-year-old president of the University of Oregon, has been elected the ninth president of the University of Minnesota. He succeeds President James Lewis Morrill who will retire on June 30, 1960.

Many academic appointments and honors have come to President Wilson, indicative of the high regard in which he is held in the field of education. Two appointments best illustrate this.

1. In May of 1959, the Council on Higher Education for American Republics named him to serve on a commission to strengthen relations between universities of North and South America. Also serving on this commission are presidents of such universities as Columbia, Princeton, and California. He has just completed a six-week Latin American tour in connection with this work.

2. Last October he was named chairman of the American Council on Education, the leading educational organization in the country, charged with co-ordinating the work of other nation-wide educational groups.

President Wilson was born in Colonia Juarez, Chihuahua, Mexico, where his father headed a Mormon academy. Reared in Utah, he completed his undergraduate work there in 1934 at the Brigham Young University.

He taught history at Brigham Young and did graduate work at the Universities of London, and Heidelberg, Germany. In 1943, he was awarded his doctorate degree in history from the University of California, where he also received his Phi Beta Kappa honors.

There followed periods of teaching at the University of Chicago, where he was appointed associate dean of the college; and at the University of Utah, where he became dean of the University college in 1948. Four years later, President Wilson vacated this post to become executive secretary and operating head of the Fund for the Advancement of Education, a subsidiary of the Ford Foundation. He remained in this post until 1953 when he was elected president of Oregon.

The University of Oregon is not a land-grant institution, but in many other ways, it resembles Minnesota, though on a smaller scale. Both are coeducational state



President Wilson

universities with liberal arts and other undergraduate schools and a broad range of graduate and professional programs. The University of Oregon was established in 1872, the University of Minnesota in 1851. The enrollment at the University of Oregon last fall was 7,688.

When President Wilson was appointed the head of the University of Oregon, the chairman of the faculty advisory council commented, ". . . the sort of man every faculty hopes to get when a new president is chosen — a scholar and teacher with solid liberal training, an educational statesman."

Frederick M. Hunter, who held the chancellorship of Oregon for 11 years, until 1946, said of President Wilson, "He ranks high as both a scholar and intellectual leader and also rates high in any of the special lines of development that call for adaption of education to the intense and complex problems our young leaders must face."



President Wilson and Regent Quinlivan face reporters at the press conference.

The Press Meets President Wilson

ON JANUARY 14, Ray J. Quinlivan, chairman of the Board of Regents, announced to the press the election of O. Meredith Wilson as the ninth president of the University of Minnesota. At a press conference following the announcement, President Wilson was questioned by representatives of the press on topics ranging from student government to science in our society today. Following is a transcript of those questions and President Wilson's impromptu answers.

Q. Dr. Wilson, should the president of a large university such as this be more of a scholar or more of an administrator?

A. There is no way to avoid the obligations of administration, but in my judgment education is scholarship, and within the limitations administration will allow, the president should be a scholar. Certainly his influence on campus should affect both respect and concern for scholarship, or he can't have any effective influence at all.

Q. Have you had much chance to study any of the problems of the University of Minnesota?

A. No, I have not.

Q. Dr. Wilson, how much power do you think student government should have, and how closely do you feel the Administration should work with it?

A. I've never found a satisfactory unit of measurement for the term "power," so I don't know how to answer your question in ergs or volts or amperes of the amount

of power students should have. I should say that, in my judgment, a university is a community of scholars, and that it is always the hope of the administration that this community is one which includes both faculty and students, and the primary concern of a university is to see that their work as scholars and students can proceed efficiently and effectively. If there are any areas in which the student's interest is primary, the student's power should be felt. That's as ambiguous a statement as I can make, and you try to make as much out of it as you can.

Q. Dr. Wilson, will you have a policy, perhaps, of being more helpful to the press as President?

A. It's always been my judgment that there was a close relationship between the proper role of the University and the proper role of the press. I should like to underline the word "proper" in both instances, because we frequently fall short of our ideal. But there is so much that is educational that is the press' obligation, and in this instance I would like to include all media of public information, that I would assume that it is in the interest of the University to help the press be as effective as possible. I do not know how the University can succeed without the support of the instruments of public information, and I do not believe that the instruments of public information can be well informed unless they have the help of disciplined scholars which the University

provides. Within my definition of what is helpful, I'll be tremendously helpful to the press.

Q. Dr. Wilson, at the airport you made some comments on your views toward athletics and football. Would you mind repeating those?

A. My first comment is that from a distance I've admired the University of Minnesota as a distinguished educational institution, and it would surprise me if the close friends of such a distinguished institution would think it proper that the first question they ask of a stranger is, "What is your view about athletics?" I believe that athletics have an appropriate role, but I suspect that the word "appropriate" would mean that it is a means of providing outlets for excess of energy for people 18 to 21 or 22 who congregate on campuses, and that normally one would expect that it is an outlet for their emotional and their physical energies, that is related—and should be related—to the people who are the normal clientele of the institution. Athletics should not be something which is a force directing the character of an institution, but a force serving the character of an institution.

Q. Would it be fair to understand what you just said in terms, then, of opposition to intercollegiate athletics?

A. It would not be fair. I don't think that intercollegiate athletics are an accident in America. I do not believe that intercollegiate athletics, conducted under proper

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The Edward Brooks family residence, "Eastcliff," has been presented to the University as the new home for its presidents.

'Eastcliff' To Be New Home of the Wilson Family

EASTCLIFF, a white, Georgian colonial home on the North Mississippi River Boulevard in St. Paul, will be the new home of President O. Meredith Wilson and his family. President and Mrs. Wilson and their six children will be the first University family to occupy the mansion which was presented to the University in December, 1958, by the Edward Brooks family.

Built by the late Edward Brooks, a prominent Northwest lumberman who died in 1954, the home has been a St. Paul landmark since it was erected in 1922. It replaces the Governor John S. Pillsbury house, Minneapolis, which has been the official residence of University presidents since 1911.

Eastcliff, an 18-room home, occupies a two-acre site in St. Paul. The estate includes servants quarters, a swim-

ming pool, and tennis courts. Ray J. Quinlivan, chairman of the Board of Regents, expressed the appreciation of the Regents for "this magnificent gift to the University from the Brooks family. This will be a distinguished home for University presidents for many years to come."

The home was presented to the University by Mrs. Edward Brooks, her daughter, and three sons. For many years prior to his death, Edward Brooks had been president of Brooks-Scanlon, Incorporated, lumber manufacturing firm. He also was a director of the Northern Pacific Railway and of Miller Hospital, St. Paul, and a senior director of the Powell River Company, Limited, Vancouver, B. C., owners of the largest single newsprint mill in the world.

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regulations and with adequate regard for the morality of the community are bad at all. I think that they are, or can serve, a very useful function. I think an exaggeration of athletics has on occasion done real damage to American education. I'd hope that we could have a sound intercollegiate athletic program which served the University instead of controlled the University.

Q. Dr. Wilson, is there one favorite thing that you might be able to cite that you are perhaps proud for having done during your tenure at Oregon?

A. I'd be very hesitant to respond to such a question. Any expression of pride I have in things that have happened at Oregon might seem an arrogation of credit to myself, when I think one accomplishes, or I have accomplished things at Oregon only as a result of cooperation with a large number of people on the faculty. I could say I am proud of the University of Oregon, and I am proud to have been a part of it. I hesitate to launch on an immodest attempt to demonstrate that I was important to it.

Q. Dr. Wilson, what is your position regarding the loyalty oath and disclaimer affidavit of the National Defense Education Act?

A. I think the disclaimer affidavit is a foolish inclusion which can accomplish nothing and makes our Legislature look less wise than it is. I think it's in the interest of our country and will serve to increase general respect for our Legislature when they repeal it. I think that academic institutions should use all of their energies to try to get it repealed. I also think, however, that the National Defense Education Act is important enough to the improvement and development of American education, so that one should continue to cooperate with it while trying to get what seems to me a ridiculous provision removed.

Q. Dr. Wilson, with the stress on science in our society, do you feel there are pressures on the University to emphasize science and technology at the expense of other areas that are equally important?

A. I believe that the stress on science in the kind of society we now have probably has not distorted our academic institutions yet. I believe that science is so important a part of the creative force of modern man, that in some respects, the creativity of man which had its outlet in poetry and literature, now has an outlet in science. However, I do believe there is enough danger so that academic administrators must be vigilant in preventing such emphasis on science that there will be a distortion. Education is an organic whole, and a lack of understanding of society could make understanding of science of no value. A lack of understanding of the humanities might make life not very much

worthwhile, even though one was able to have good government and good science. I don't know how one would order the importance philosophically of our present divisions in the academic curriculum, but it's entirely possible to say that the things which the humanities provide, in a sense minister to the spirit of man and make his life worthwhile, and social science and the sciences are, in a way, secondary agents to make that life possible. If that's true, then it is tremendously important that we keep interest in taste and values alive while we are trying to improve our science.

Q. Dr. Wilson, do you see any difference between the challenges that face you at Oregon and those that face you in Minnesota?

A. I'm sure there must be tremendous differences, but I confess that I've been so absorbed in the Oregon challenges that I'm not aware of what they are at Minnesota. I hope you'll forgive me if I say that Oregon seemed important enough to spend my time and attention on it until now.

Q. How about relations with the Legislature, Dr. Wilson. Have you had some experience with that at Oregon?

A. I don't think anyone in education—in public education—is innocent of experience with legislators. I find them generally the most responsible of our public. They're usually people who are dedicating their time to public service at personal sacrifice. Since I think education, too, is a kind of public service, I feel like we have a kind of kinship. And that under proper circumstances, it should be easy to build a bond between us, because we're both working toward trying to improve the culture in which we live.

Q. Dr. Wilson, have you ever run for political office, or do you have any political affiliations?

A. I have never run for political office, and I have no formal political affiliations. I have a strong feeling that an academic community must have the encouragement to participate in political life or to think on political problems, being controlled or limited only by their own understanding. It's easier for a man without political commitments to protect them in this freedom, than for a man who has them.

Q. Dr. Wilson, do you care to indicate the salary that you arrived at with the Board of Regents?

A. I think Mr. Quinlivan would be happy to talk about it.

(Mr. Quinlivan): The salary agreed on is \$27,500.

Q. Will you give us the other prerequisites to go with that?

A. (Mr. Quinlivan): Well, the usual home maintenance that we've had here and that is common at all universities. And the providing of an automobile for the use of the President, the providing of a fund on which drawing may be made to pay the

necessary expense of official and public entertainment by the President.

Q. Will the new residence for the President become available in time for Dr. Wilson and his family to move into it when they come here in July?

A. We understand that the new home probably will not be ready for occupancy the first of July. Of course, we hope that it may be available by the first of September, because Dr. Wilson will wish to bring his family here. He has children of school age.

Q. What is your significance of the term "chancellor," or is that the formal designation of the Regents?

A. We can elect only a chancellor, who is known forever after as the President of the University. The reason that we elect a chancellor is that the Territorial Act, which is the charter of the University passed in 1851, and which creates the Board of Regents, provides that the Board of Regents shall elect a chancellor who shall be ex-officio President of the Board of Regents.

Q. I wonder whether Dr. Wilson and Dr. Morrill are well acquainted?

A. Yes, we are.

Q. Have you known each other very long, Dr. Wilson?

A. Well, as academicians go, yes. I have known Mr. Morrill for a substantial number of years and held him in very high regard. One of the most persuasive things in considering whether I leave what I consider a very happy situation was that I have such admiration for Mr. Morrill that I felt coming into a role which he leaves would mean coming into a situation reasonably ideal in the academic community.

Q. Dr. Wilson, when did you last teach a course in history?

A. 1952.

Q. What was the course?

A. I taught a course in American diplomatic history and a course in intellectual history of the period immediately preceding the American Revolution.

Q. And your major field of work in history was American history?

A. That's correct. My chief interest was in colonial America, but in later years my greatest pleasures were drawn from that section of colonial history which was closing out the colonial period.

Q. Dr. Wilson, have you some thoughts on whether a state university like Minnesota or Oregon should be raising admission thresholds in an attempt to hold the oncoming enrollments? Is this a solution?

A. The problem of admissions in state universities is so complicated that if we are to talk about it I think we need a separate press conference. I am willing to make one or two statements about it. First, that any decision about admissions which would close out forever any opportunity for persons who might have the capacity

but were late bloomers, is a political decision, and probably inimical to the traditions of the United States. The second one is that it is almost necessary to the effective operation of a distinguished educational institution that it be allowed to move as rapidly and as effectively as it can with its best minds. These two propositions seem to be at war with each other. It is for this reason that any discussion of the problem by a single person who recognizes both propositions does require substantial analysis. I would not like to deal with it cavalierly, nor to throw out what seem to be simple answers to what I consider to be one of America's most important problems.

Q. You instituted an honor system, or were instrumental in that, at Oregon. Do you think this is a satisfactory solution to this problem?

A. I certainly think it is one of the hypotheses worth careful exploration, and probably a hopeful solution. Again, I say this really is one of the central issues of modern American education. I could say, I think with conviction, that a university like the University of Minnesota is likely to have all of the academic stature and distinction in its faculty necessary for a great university, and that one of our real problems in American education, that stands between us and complete fulfillment of the distinction we'd like in public institutions, is either the quality or energy of our students. I think United States students in the last three years have shown a marked adjustment in their view of education. They have performed better; they are more serious; they are giving the people who support them more satisfaction for their money invested. But it's still true that the greatest distance between where we now stand and the distinction we'd like is in the amount of performance by the student. It is in this area that we have to make our chief encouragement. I agree, for example, with Thorsten Veblen's observation that a university is best characterized as a place of study rather than a place of teaching. And the distance one travels on campus as a student is more dependent upon how much he is ready to study than on how well he is taught. I hope the University of Minnesota can put into conjunction distinguished minds who can encourage this kind of study and students who are determined to study. I'm persuaded that if a student comes to the University of Minnesota determined to be educated, you can't prevent him.

Q. Would you disagree, Dr. Wilson, with the rather prevalent belief that cheating among students is increasing on campuses? Perhaps I should have said the INCREASING belief. I believe there is more being said about it and more discussion of the subject that at any other time I can remember.

A. I suspect that's part of the difference in our climates, because it has not been true in my experience that there is more discussion of it. I don't think I would consider there is more cheating now than there has been. In fact, I have increasing respect for the quality and dedication of students. I may be suffering under an illusion. Part of the pleasure I have taken in education in the last several years has been derived from growing confidence in the seriousness of students, and conviction about their seriousness would include the assumption that they weren't kidding themselves that they were getting educated if they got good marks, which is all that cheating represents.

Q. I would like to raise some questions about secondary education. Dean Spilhaus has characterized it as being "typewriting, tapdancing and tomfoolery," and I wonder if you agree with this evaluation of what's going on in some of our high schools.

A. I don't like to have you get me into a quarrel with Dean Spilhaus when he's not here. I would only say that I think secondary education has made marked adjustments in the last several years, and that whatever the myths may be, I have watched four of my children in various stages of secondary education and am persuaded that they were better educated than I at the same stage. That may be a commentary on how well I was educated, but I have to make my comparisons from my own experience. And every time one criticizes secondary education now, there's an implication that it's not so good as it was when I was getting educated. That's not so in my experience.

Q. What role do you think the University should play in the higher education picture for the entire state?

A. I think a university has a primary obligation which is intellectual, and it has a concern which is as wide as boundaries of the state. I don't think a university which carries the name of the whole state can assume that its campus is limited by the acres it owns. A corollary of that proposition would be that the University of Minnesota should be expected to be interested in the intellectual climate and intellectual development of all the state of Minnesota. I'm not sure whether that's the kind of question you're asking, but it's the only one I know how to answer. If there's anything hidden in your inquiry, you can tell me about that later.

Q. Dr. Wilson, it has been said by some persons that scholarship and research and public service are the three major functions of a public university such as the University of Minnesota. Would you care to comment on the statement, or would you rate them, if you feel these are three major functions?

A. Well, I'd rephrase it a little. I think you had a slip of the tongue, for this is a kind of stereotyped phrase: usually it is "teaching, research and public service," on the assumption that somehow research and scholarship are identified together. You're really dealing with one of the mysteries of academic metaphysics . . . I would say that in my judgment there are some persons who are such magnificent teachers that nothing else is required of them. It is very difficult to find such a person—and very difficult if one does find him to get a full faculty to agree that he's that magnificent a teacher. I would agree with the observation that, for some distinguished minds, the term "publication" would be satisfied with the kind of lecture that's given to a class. Publication in the broadest concept could sometimes be carried on adequately by a distinguished mind just for the classroom.

But as a matter of fact, in modern life, the importance of being continuously aware of the imperfections of our knowledge in this rapid expansion can hardly be over-emphasized. I don't think a teacher teaches well who does not leave the impression that the area of knowledge is expanding rapidly. And it's seldom true that you can leave the impression of the explosion in the amount of knowledge available without seeming a part of the explosion. So the very example of continued intellectual activity or continued research or contribution is a part of effective teaching in the modern atmosphere. I find myself discovering that research and teaching are sometimes hard to disengage. I think the perfect faculty member is one who is consummately successful in public relations but who engages in it only when required. He's very articulate and can not only publish before his class but can put it in his written record so it cannot be gainsaid. Also, he's so fascinating to students they can't leave him alone.

Q. Dr. Wilson, is there anything in the Administration setup at Oregon you would like to find or install here at the University of Minnesota?

A. There are many very attractive things for me in the administrative arrangement at the University of Oregon, but I think I have learned from prior experience that it never pays to start a new administrative job by saying, "Well, we did it this way some place else." Every institution has its own personality, and every faculty has its own adjustment to reality, and it needs to be respected. I don't think anybody can come to the University with predilections about how things should happen and try to impose them on the University, no matter how much he has valued them, and be successful. I suspect that some of my experience at Oregon may betray itself from time to time, but I do not intend consciously to transplant Oregon to Minnesota.

Meet The President's Family

MRS. O. MEREDITH WILSON, the new First Lady of the University, has many interests, including six in particular—her children. She has been active in school PTA groups, as well as being a den mother. She is also a member of the League of Women Voters and the American Association of University Women.



MEREDITH, "MET," JR., 21, a junior at Harvard



MARGARET, 8, third grade



DAVID, 10, fifth grade



CONNIE, 18, a freshman at the University of Oregon



MARY ANN, 16, a high school junior



JOHN, 15, ninth grade

State-Wide Testing Programs Help High School Students Plan Educational, Vocational Careers

WHICH WORD or words correctly complete the following sentence? The reason I asked him to come so soon is — 1) *because* 2) *that* 3) *on account of* — you suggested it.

Return is the opposite of — 1) *advance* 2) *surround* 3) *revolve* 4) *go* 5) *send*.

Each year, eleventh grade students throughout Minnesota are asked over 300 questions similar to these as part of the state-wide college testing program. The answers given will provide high schools and colleges in the state with information about the individual student's academic abilities. With this information, high schools will be able to offer sound advice to students regarding their plans for the future, and colleges will be better equipped to advise students in the selection of a particular course of study.

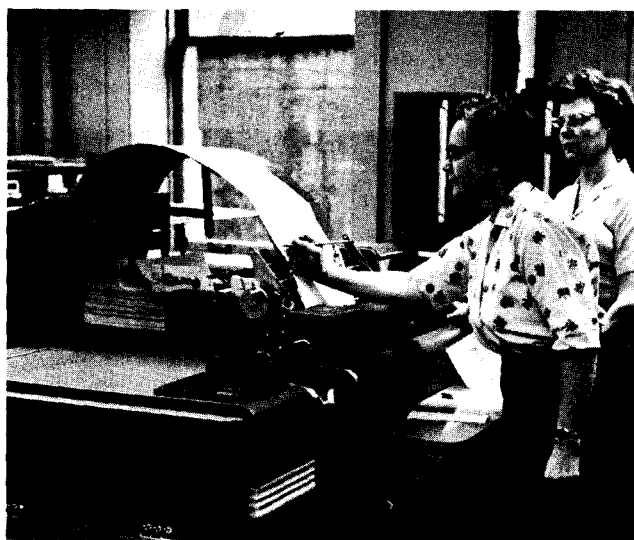
Two State-Wide Programs

This program is one of two state-wide testing programs which is administered by the Student Counseling Bureau of the University of Minnesota. The college program, which includes the Minnesota Scholastic Aptitude Test and an English achievement test, is financed by the Association of Minnesota Colleges.

The second state-wide program is administered to students in grades seven through 12 and is financed by the participating high schools. Under this program, a number of tests — including some which evaluate personality development as well as those which rate mental and scholastic abilities — are available to high schools. Schools may select one or more of any of these tests and the results are used to counsel students in planning their high school course of study.

Originally, the state-wide testing programs began as a measure for determining those high school students whose abilities indicated that they could not successfully complete a college program. Alarmed by the large number of failing students — more than 50 per cent — in the College of Science, Literature, and the Arts, the University initiated a program of evaluation shortly after World War I.

The college testing program came first and was exclusively a University



Statistical analyses of test scores are done with the aid of an I.B.M. accounting machine.

project. In 1928, the Association of Minnesota Colleges was formed and assumed responsibility for the program. Today, the testing programs are considered the most comprehensive, continuous state-wide evaluation programs in the country.

Positive Goal Now Emphasized

Throughout the years a more positive point of view has developed, and today the main purpose of the programs is no longer one of identifying those students with little aptitude for college and discouraging them from entering college. Rather, the programs seek to provide students and their counselors with information which should be considered in educational and vocational planning, and to assist high schools and colleges in identifying those students who have talent for college and other advanced training.

Second Program Inaugurated

With the emphasis shifted to finding those students of high academic ability, the second program of testing students as early as the ninth grade (recently expanded to include the seventh grade) was initiated during World War II. By identifying superior students early in their academic careers, a more effective job can be done in helping them prepare for college by helping them plan their high school course of study.

Of the 550 high schools in Minnesota, 545 participate in the college program and 400 to 450 participate in the high school program.

Letters announcing the testing programs are sent each year to all high schools by the Student Counseling Bureau. The schools who wish to participate then submit their orders to the Bureau and the tests and materials requested are mailed to the schools.

Once the tests have been administered to the students, they are returned to the Bureau for scoring and the results are punched on I.B.M. cards from which reports are made for the schools. The Bureau keeps a record of the scores for study purposes, such as comparing test scores with college performance.

Meaning of Scores

Generally, the tests are given two scores: a raw score, which usually indicates the total number of questions answered correctly, and, in order to make this score meaningful, a percentile rank, which shows where the student stands in relation to the performance of a known group.

In the case of the college program, percentile ranks are obtained by comparing scores with those of University freshmen who took the tests when they were juniors in high school.

In the case of the high school program, some tests can not be scored by number of questions answered correctly. The Strong Vocational Interest Test is one of these. Regardless of how much ability a person has, his chances for success in a particular field will not be great unless he has the appropriate interests. The Strong test compares a student's interests with those of successful people in different occupational groups.

Value of Tests

Tests can be used in a variety of ways. However, caution in their use is stressed in the recently published "Manual for the State-Wide Testing Programs of Minnesota," written by Ralph F. Berdie, director of the Student Counseling Bureau; Wilbur L. Layton, former professor of psychology at the University; Edward O. Swanson, assistant professor on the Bureau staff; and Theda Hagenah, assistant director of the Bureau.

"The state-wide programs are not meant to provide to the schools their only means for obtaining counseling data," say the authors. "Testing is just one aspect of counseling and certainly should not dominate the guidance program or receive undue emphasis. The pupil is the central point in a guidance program, and individual attention given to the pupil by counselors and teachers is the major emphasis of counseling."

Nevertheless, the authors point out, these test scores tell counselors more about the mental alertness and personality of a student than could be determined in a personal interview.

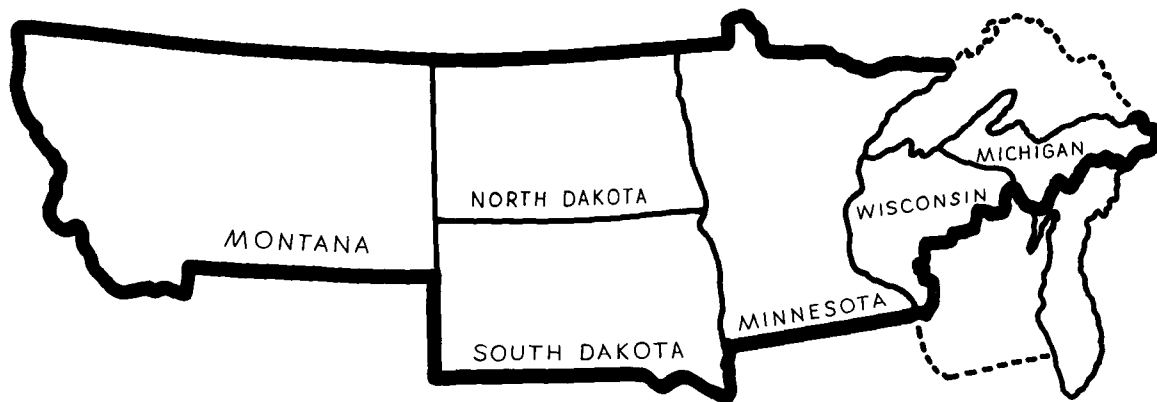
Tests Used Nationally

Most of the tests used in the state-wide programs are used nationally and these include several which were developed at the University of Minnesota. The Minnesota Counseling Inventory, for example, was developed by Professors Berdie and Layton and is used throughout the country.

How long does it take to compose a test? "Well," says Professor Berdie, "that depends, of course, on what the test is evaluating. Six years is about the average time required, although a good English or mathematics test can be developed in a year or two.

"We devote a great deal of effort to improving our tests. Only through constant study of tests and people themselves can we hope to achieve the primary purpose of counseling—helping people reach goals."

As the authors of the Manual state it: "If young people are to plan their futures wisely, and if they are to make appropriate educational, vocational, and personal decisions, they must have as much relevant information about themselves and the world around them as we, their counselors and teachers, can make available to them."



Economic Growth is Goal of Regional Study

AN ECONOMIC STUDY of the Upper Midwest which may well lead to more and better jobs for the citizens of the region is being jointly undertaken by the University of Minnesota and the Upper Midwest Research and Development Council.

The intensive, long-range study of the present and potential economic resources of the Ninth Federal Reserve District—Minnesota, North and South Dakota, Montana, northwestern Wisconsin, and upper Michigan — has been characterized as an opportunity for the first successful region-wide development program in the nation.

Every activity contributing to wealth in the region will be examined. When the economic study is completed — tentative completion date is 1963 — it is anticipated that it will provide information and understanding that will lead to a more rapid economic development of the area, that it will advance scholarship in the field of economics, and that it will provide a model for continuing economic study of the Upper Midwest and for studies of other regions of the country.

The Upper Midwest Research and Development Council, a non-political, non-profit organization whose more than 40 members include University President J. L. Morrill and representatives from leading business and banking firms of the area, was organized in 1959 and originated the regional study. J. Cameron Thomson, retired chairman of the Board of the Northwest Bancorporation, is president of the Council. Wendell T. Burns, president of the Minnesota Alumni Asso-

ciation, is executive secretary of both the Council and the study.

The University, as co-sponsor of the study, has delegated responsibility for the study to the School of Business Administration and its Department of Economics. James M. Henderson, recently appointed associate professor of economics, will serve as research director of the project.

"This is not merely an academic study which is to be made and then filed away," said Mr. Burns. "Rather, when the study is completed by the research director and his staff and a report published indicating the possible directions for future development of the region, the Upper Midwest Council intends to propose an action program designed to stimulate sound economic growth within the area."

In order to formulate such a plan, it will not be enough to study present conditions or recent changes in the economic picture of the area. This information might be used as a basis for determining what might happen in the future. As Professor Henderson says, "We must provide answers to questions of a 'what would happen if' nature."

For example, the study might consider *what would happen if* an expansion of livestock production occurred simultaneously with a reduction in wheat production. How would this affect agricultural income, retail and wholesale trade, the food processing industry, and so on?

"We must estimate the effects of many possible developments on many different sectors of the economy," said Professor Henderson. "For example,

we must study what the impact of the St. Lawrence Seaway will be on established trade and production patterns, how good the prospects are for selected mineral industries such as the taconite production, and what the future is of our small cities and towns."

Cost of the study and related activities is expected to total approximately \$700,000. A grant from the Ford Foundation to the Regents provides for \$350,000. Of this, \$50,000 is set aside for a special study of the urban centers in the region.

An additional \$50,000 of the grant will be set aside until completion of the study. If those concerned consider the study successful, this money will be used to develop a continuing economic study of the region which will be financed largely by resources available in the area.

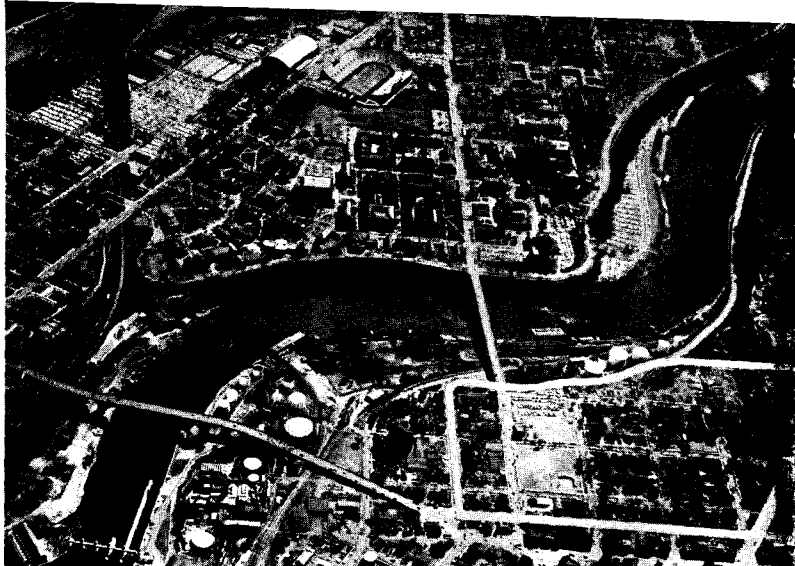
The remainder of the funds needed for the study will come from the firms represented on the Council as well as from other firms in the region.

Although a sizable portion of the actual research will be done by University faculty members, other organizations are assisting in the study. The Federal Reserve Bank of Minneapolis is offering its cooperation as well as many presidents and economists from other universities and colleges in the region. Present plans call for a portion of the research to be done by a number of qualified educational institutions within the area.

Walter W. Heller, chairman of the University's Department of Economics, described the project as one "which will break new ground in regional economic development, and is, in many ways, a unique gown-and-town research enterprise in economics."

Funds Appropriated in 1959

University Construction And Rehabilitation To Begin



The University's west bank expansion area is indicated by the white block outline on the above photo.

THE UNIVERSITY can now begin to design and construct new buildings for which the 1959 Legislature appropriated funds. The University's building program came to a halt when a friendly hassle developed after the Legislature adjourned regarding whether or not the state could borrow money through the sale of "certificates of indebtedness," to finance the state's building program.

According to the Minnesota constitution, the bonded indebtedness (the amount the state can borrow by sale of bonds) cannot exceed \$250,000. However, the 1959 Legislature, like many of its predecessors, got around the barrier by authorizing borrowing through the sale of "certificates of indebtedness."

The State Supreme Court has just upheld, as it had done once before, the constitutionality of the 1959 law,

but urged, again, as it had done in the earlier decision, that the legislators take the steps necessary to amend the state constitution regarding bonded indebtedness.

The decision releases \$14,457,150 in funds to the University for rehabilitation and construction of buildings on the Minneapolis Campus (including the west bank addition), the St. Paul Campus, at Morris, Crookston, and Duluth.

Seventeen and one-half acres were acquired and cleared on the west bank of the Mississippi through legislative appropriation in 1957. New, contemporary buildings to be constructed there will include a general classroom building, a social science-humanities building, and a School of Business Administration building, plus a tunnel to connect the east river heating plant with the new buildings.

"Early studies contemplate the buildings to be interconnected, and the scheme in the design will be flexible to allow for additional construction," said Winston Close, University advisory architect. The new buildings will be ready for occupancy in the fall of 1962.

Also slated for proposed construction is a new Washington Avenue bridge which connects the present Minneapolis Campus with the proposed west bank addition. To qualify for federal funds necessary to finance the project, Washington Avenue must also function as a trunk highway. The staffs of the University, the Minnesota Highway Department, and the city of Minneapolis are cooperating fully in the development of plans which will best serve the combined needs of trunk highway traffic and local needs of the University.

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