

"E.B."
Pierce
1879 - 1957

EXECUTIVE SECRETARY
OF ALUMNI ASSOCIATION
1920 - 1948



GOPHER GRAD

SPECIAL ISSUE

GOPHER GRAD

(Our 56th Year)

This is a special issue of the Gopher Grad, official publication of the Minnesota Alumni Association, and is edited especially for Minnesota alumni who do not belong to the Association. The Gopher Grad, unlike this special 16-page issue, is 36 pages long and is published monthly, October through June.

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At Your Service . . .

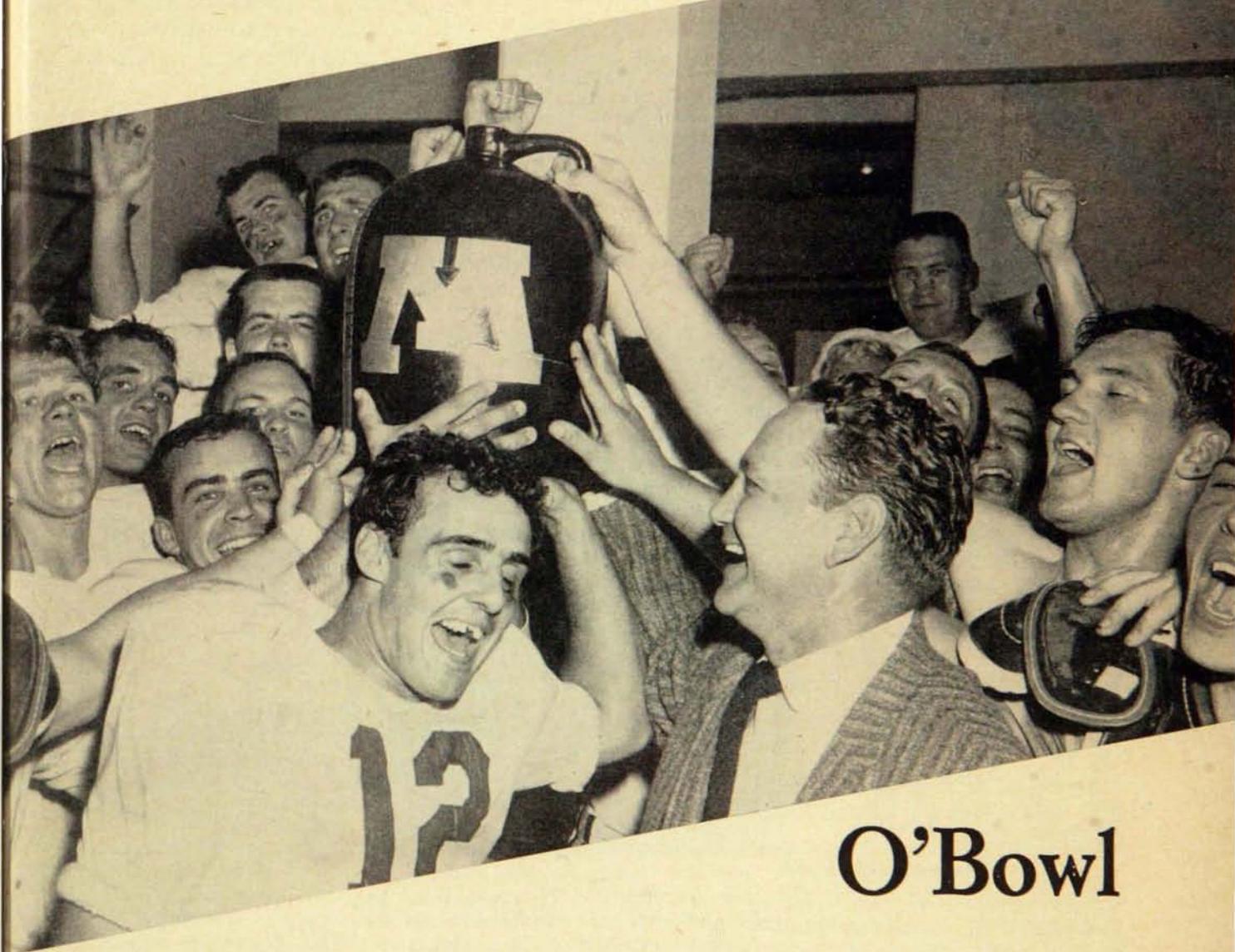
Do you have any rocks you want identified or dated, any insects for which you'd like the name or a mushroom you want to be sure is not poisonous? Do you wish a college catalogue, a list of or explanation for any extension courses, a bulletin of University of Minnesota Press publications? Would you like a KUOM radio schedule, the program listing for the museum of natural history or one for concerts and lectures during the year? Write us a letter in care of *Gopher Grad*, 205 Coffman Union, University of Minnesota, Minneapolis. Department heads on both campuses have asked us to tell you that they are at your service.

Views of authors appearing in *Gopher Grad* in no way reflect the opinions of the MAA or the *Gopher Grad*.

GOPHER GRAD

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Sweet Rosie



O'Bowl

By WILL SHAPIRA
Minnesota Daily Sports Editor

When Bobby Cox took up football, probably the last thing in his mind was the fact that he might some day play "gardener" to an entire state. Yet that's the situation right now. Minnesota football fans are almost desperate in their hope that Cox will lead the Gophers to roses—the kind that grow in Pasadena.

A lot of people think he'll do it.

Go West,

Young Men . . .

Minnesota's 'gardeners' were on the way to the Rose Bowl when the above picture was taken after the defeat of Michigan last fall, 20-7. Then came the Cornhuskers with a 7-0 victory which made them the Rose Bowl candidate. Trying again to go west will be Bobby Cox (one tooth missing) and, to his right, Coach Murray Warmath. (Photo by Minneapolis Tribune).

too. For example, several nationally circulated magazines went on newsstands in August (some even in baseballish July) proclaiming Cox will be an All-American (very possible) and Minnesota will be in the Rose Bowl (also possible).

They claim the Gophers aren't to be denied after losing to Iowa last year. They claim the Gophers are the best in their league. The claims

FEB 2 1966



Bill Martin

halfback from Chicago, is rated as one of the most promising newcomers to the squad. Sports experts say he has the break-away to make the long distance gains which the Gophers need.

have some solid reasons behind them.

~~~~~  
Minnesota fans apparently believe the Gophers will have an outstanding team, too.

Athletic business manager Marsh Ryman announced on Aug. 6, that more than 23,000 season tickets had been sold to the public. At the same time, he called a halt to the public sale of season books, which had been scheduled to run until Sept. 1. The previous season record of 22,764 was set in 1955.

Tickets to individual games went on sale Aug. 1, and are still available.

~~~~~  
Cox is one. He's experienced in split-T direction. And he and Coach Murray Warmath have the horses. Without listing the score of return-

ing players, one can single out several that can be counted on this year.

In the line, Dave Herbold, Frank Youso, Dave Burkholder, Perry Gehring, Jon Jelacic and Mike Svendsen are all back in addition to Bill Jukich, Bob Rasmussen and Paul Barrington.

Backfield men returning are Cox, Dick Larson, Bob Soltis, Dick Borstand, Bob Blakley, Rhody Tuszka and Bob Schultz. Add newcomer Bill Martin from Chicago and one may then ask, what else do you need?

The answer could be *the right frame of mind*. This was something the Gophers lacked several times last year, notably against Northwestern when they let down after two straight wins over Washington and Purdue. The result was a scoreless tie with the Wildcats.

The psychological situation was probably better for the Gophers last year than this. They weren't in the favorites' role then as they are now, something that is as proficient as a hot pizza in searing a coach's ulcers.

At the same time, they learned what it's like to be in a "pennant race" to borrow a baseball analogy. And they should be better for the experience.

Pre-season guesses more often than not turn out wrong at season's end. But right now, it looks like three games in particular will be the big ones for the Gophers to win if they are to go to the Rose Bowl.

Michigan, Michigan State and pesky Iowa, the latter more for traditional than personnel reasons, are bound to be tough.

The Wolverines and Spartans have a good number of veterans back; Minnesota plays Michigan here and Michigan State away. Iowa is also a road game and that makes it tough enough right there.

That's not saying the others will be taken with ease; far from it.

Northwestern fans claim their spring practice was one of the best in years, and that the Wildcats have seen the last of their cellar-dwelling years.

Illinois could also make trouble and the Wisconsin-Gopher rivalry is well known. Purdue and Indiana don't figure to be exactly the terrors of the Big Ten right now. But that doesn't mean a thing in this league; they're all after your scalp, and can get it if you give them even half a chance.

It's a cliché to say the Gophers will have to "take 'em one at a time," but that time-worn axiom will have to hold up another season.

The Gophers failed to do that consistently last year; it cost them dearly. If they've corrected that and other faults, they'll be in good shape.

Certainly no one can doubt but what the potential for the Big Ten title strongly exists in the available talent. It's up to the Gophers to decide how far they want to go.

Maybe Pasadena.

1957 Football Schedule

Home Games

Sept. 28	Washington
Oct. 5	Purdue
Oct. 26	Michigan
Nov. 2	Indiana (Homecoming)
Nov. 23	Wisconsin (Dad's Day)

Games Away

Oct. 12	Northwestern
Oct. 19	Illinois
Nov. 9	Iowa
Nov. 16	Michigan State

Counselor to seven University presidents and friend to all eight who have guided Minnesota's education since 1869. That was former alumni secretary, Ernest B. Pierce, who died June 7 in Whittier, Calif. He was 77.

Former Alumni Secretary dies . . .

Known to thousands as "E. B." he was affiliated with campus affairs for 43 years, an era in which the University grew from relative obscurity to a position of international renown. Pierce gained recognition as an athlete, registrar, fund raiser for campus buildings and director of

Memorial

Robert P. Provost, director of the Greater University Fund, has announced the establishment of an E. B. Pierce Memorial Fund.

The fund was created after the family requested memorials be sent to the University.

Contributions will be used to encourage University undergraduate students to participate in student-alumni relations.

Alumni wishing to contribute can contact Ed Haislet, executive secretary of the MAA, or Provost.

alumni relations, a post he held from 1920-1948.

After his retirement, he and his wife moved to California.

Survivors include his wife, Ula; two sons, Harmon, Anoka, and Starr, North Hollywood, Calif.; a daughter, Mrs. John G. MacKay, St. Paul, and a brother, Clifford V., Minneapolis.

Pierce's death marks the passing of one of the few remaining links between the modern scene and the first days of the University. "E. B." served in an official capacity under every University president except William Watts Folwell, whom he came to know well during the latter's retirement to write Minnesota history.

A forceful writer himself, Pierce was a faithful chronicler of University life in the alumni publication, the *Minnesota Alumni Weekly*.

He recaptured the color and atmosphere of a school with growing pains, recalled the anecdotes of the

His Own Epitaph

writ for another



E. B. Pierce

campus scene, and delved into the foibles as well as the foresightedness of the early leaders.

Through his pen and personality, he spearheaded the campaigns for construction of Memorial Stadium, Northrop Memorial Auditorium and Coffman Memorial Union.

He worked as an assistant in the Registrar's office in 1903 while attending the University. A year after graduation in 1904, he was appointed Registrar. At the same time, he began to participate in the activities of the newly formed alumni association. Sixteen years later, he was named executive secretary of the General Alumni Association, succeeding E. B. Johnson.

For his outstanding contribution to alumni relations, Pierce (who saw alumni increase from 1,000 to 6,000 yearly) received the *Builder of the Name* medal in 1948.

When Alumni Secretary E. B. Johnson died in 1928, Pierce honored him with an article in the alumni publication. It was called, "We Mourn the Passing of a Friend." The story, part of which is reprinted here, could have been Pierce's own epitaph:

"A friend is gone; a friend whose advice, whose counsel and whose unselfish friendly help through the years has endeared him to us. Each week, "E. B.", as we here called him, dropped in for a friendly chat. Long and faithfully he served his alma mater. Much he did for her in her early days of trial and trouble; little he asked in return, for the knowledge that he was serving the institution that he loved so well was ample reward.

"And now he is gone."

The "U" Brings the



Juanita Pacifico Opstein
Editor

An era is beginning in which a college education will be almost as natural as learning the alphabet, when men will learn to fly to the moon and when surgeons will replace a tired heart with a strong one.

"No one laughs any more when he hears these things," says William L. Nunn, director of University Relations. "This is a day when the difficult is done immediately and the impossible takes only a little longer."

What will the University of tomorrow look like? What will be the techniques in its class rooms? What will be the products of its laboratories?

All the answers are not yet known. But statements by a number of Minnesota's educators help bring the future into focus. This is what they say:

Credit for the first and most important step in preparing for the future belongs to the State Legislature — to the people of Minnesota. With a farsightedness that is a credit to political action, the Minnesota lawmakers appropriated \$44,673,708 for the operation of the University, its hospitals and research for the next two years in addition to \$16,503,518 for land and construction of new buildings.

The building fund showed a willingness to face the facts of the future for estimates indicate an enrollment of 47,000 students by 1970. At present there are approximately 22,000 students on campus.

President J. L. Morrill described the appropriation for new buildings as the "first phase" of a long-range \$128 million physical plan development operation which must be completed by 1970.

"We cannot stand still or coast because, at best, coasting means to go down hill. The University is the seedbed of tomorrow's leaders," he says.

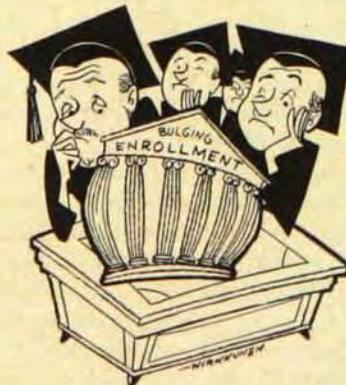
Development of these leaders — their moral fiber in an atomic age,

their technological skills in an era of machines, their leisure time in a new age of labor emancipation — is the responsibility which the University of Minnesota has assumed in 1957.

To meet this responsibility, the University's needs are many. Among the most important and apparent are more facilities, an evolutionary type of instruction to keep pace with the times and more teachers.

The campus of tomorrow will be a busy metropolis, larger than most cities in the State. Its heart will be crowded with buildings, tall and long, new and old, wherever the eye can see. Its subdivisions, Duluth on the shores of Lake Superior and Waseca in the south, will be big and ever-growing larger. The Minneapolis campus with 31 new buildings, will have expanded across the Mississippi River into the Seven Corners area. The blighted look will be gone and trees and lawns around the new structures will add to both the scenery and the real estate values.

Housing developments for unmarried students will be increased. There will be more buildings like the million-dollar 100-unit housing project for married students now under construction near the agri-



cultural and forestry buildings on the St. Paul campus. Planning for such housing began after a 1957 survey reported that 21 per cent of the University students were married.

New athletic facilities and more parking areas also are part of the campus picture for 1970. A double-decked football stadium seating 90,000 persons and nearby parking for 22,500 cars may be available.

Instruction—Status But not Quo

While physical changes of the future will be great, the changes inside the buildings will be equally revolutionary. Within the concrete walls, there will be a reshuffling of the academic process to suit the needs of an unprecedented demand for college training.

For both teachers and students,

this forecasts many innovations, only half of which are foreseeable now, according to Prof. C. Gilbert Wrenn, chairman of the University Senate Committee on Education.

In addition, the University's teacher-training program would undoubtedly stress the importance of the personality in teaching.

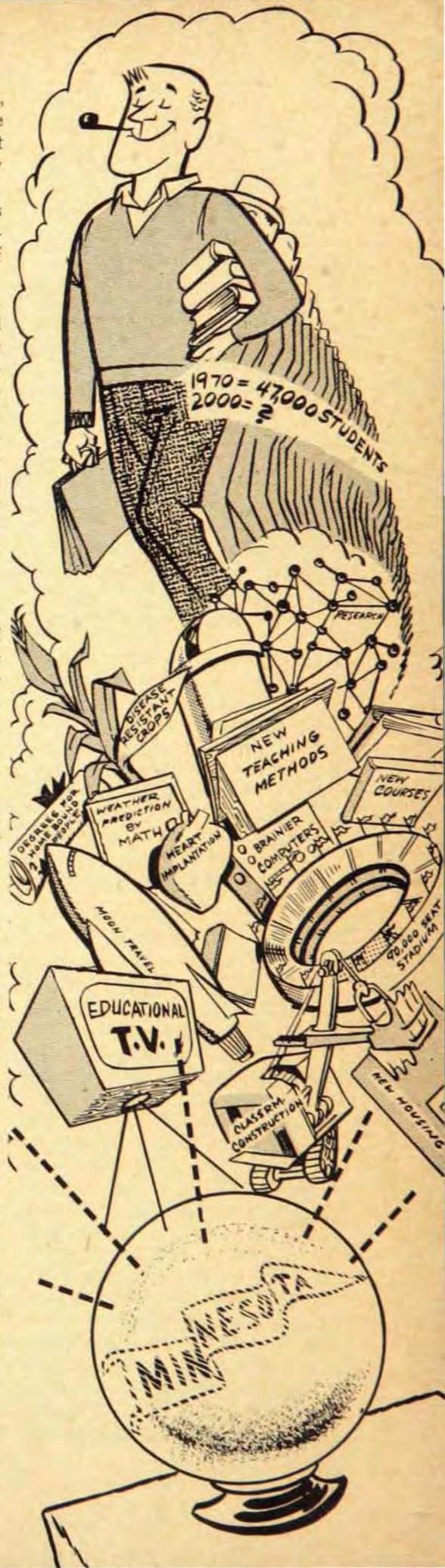
"Today, we are starting to train teachers—particularly public school teachers—for the time when there will be ever-increasing need to understand personality dynamics—comprehend the personality of each student," says Prof. Wrenn. "Teachers will have to know how the student best adapts to the kinds and methods of teaching. At the same time, we are realizing the importance of having teachers know their own personality and how they affect the student.

Wrenn indicated, also, that students may find college different from what their parents described, adding:

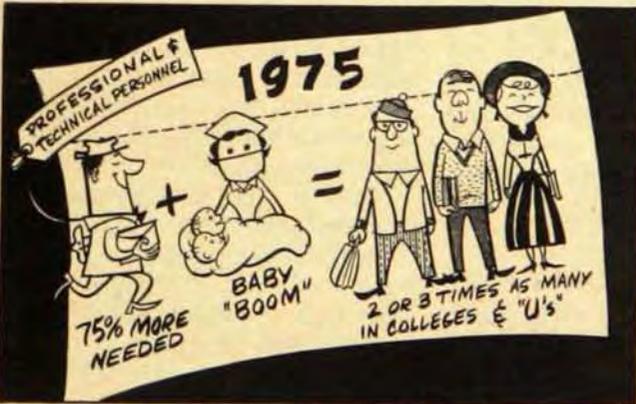
"We will have to modify methods and class arrangements from the traditional to new but tried techniques."

He listed some of the techniques now being tested as the use of one-half hour instead of one hour classes, breaking down a three-hour class into one hour of lecture and two hours in the library, more Tuesday, Thursday and Saturday classes, more supervised study rather than direct lecture-note taking.

(continued on page 8)



Enrollment rises . . .



between booms of babies, industry



Dial '2' for Learning

Television history will be made in the Twin Cities this month when education takes to the air on KTCA-TV, channel 2.

The station, directed by Dr. John C. Schwarzwalder who was formerly with educational television in Houston, will go on the air full-time Sept. 16, following special programs in the first part of the month and a dedication program Sept. 15.

KTCA-TV, although entirely independently owned and controlled, will feature a University of Minnesota hour daily from 9 to 10 p.m.

According to Dr. Burton Paulu, head of KUOM and director of all University television planning, some of the programs will be given for academic credits.

Experts are being contacted now to lend their talents for backgrounding the news, dramatic presentations, science programs and political science programs. Among other offerings will be a program on general farm problems, to be conducted by Raymond S. Wolf, assistant professor and extension specialist.

"We may even come up with something extraordinary in educational television," Wrenn said.

Many others, including Dr. Burton Paulu, '31BA; '43MA, director of University educational television planning, believe television will help stretch the best of teaching talents to the greatest number of students. They claim there is something about a television set that rivets one's attention more firmly than does a professor at a lectern. Pioneering in the field now is the independently-owned educational television station, KTCA-TV.

Educators foresee that the change in methods will be accompanied by a change in the kind of courses taught in college. As one faculty member pointed out, the student

body will no longer be a homogeneous group because the trend will put people into college who otherwise would not be there. He predicted, therefore, more variety within courses, more subjects for a greater number of interests, possibly more courses to develop skills as well as brainpower.

Prof. Wrenn, warning against those who believe that "change is bad," said that changing a method does not have to change the quality of the product.

"Present methods suit present needs but who can say that new methods will not be just as effective in maintaining high educational standards. Anyone who says *no* is afraid of change, itself, and not of its result," he added.

While the student will be subject to the strain of greater competition both in school and out, the teacher will be subject to equal amounts of stress—the greatest of which will be *overwork*. Today's teacher shortage is expected to be magnified in the future because the reasons for the present shortage will also be magnified, according to a report by President Eisenhower's commission on higher education. The reasons cited are rising enrollments, increasing number of graduate students, longer professional undergraduate study, more attractive salaries in fields outside.

Legislators Foresee Problem

Personnel people have expressed the greatest fear for the loss of PhD's through attractive offers from industry. They point out that as education becomes more complex, the need for teachers qualified at the PhD level will increase *but that 50 percent of the PhD's are now being lost to industry.*

To keep this group within the academic circle, Minnesota legislators voted 15 percent salary increase for 1957-58 and an additional five percent for 1958-59.

However, the luring of teachers away from their profession promises to be a continuing headache for campus executives who reportedly search for ways to keep their staff while being beset with job offers from industry themselves.

Research—Pandora's Box

Laboratories which made history with the isolation of U-235 and the creation of "dry-heart" surgery will be incubators of spectacular projects.

Heart implantation, flights to the moon and the changing of genes to regulate the characteristics of life will be in one or another stage of planning.

Also in the research mill are projects like preservation of food without freezing, weather control and prediction of weather by mathematics instead of by past history, and bigger and brainier electronic computers, capable of solving, in a few minutes, a problem which would take years.

Additionally, there is the prospect of disease resistant crops through seeds which have been irradiated prior to planting, diet as a cure for some mental deficiencies and nuclear exploration which may save lives in case of atomic attack.

State Service

University service to the community in the future will undoubtedly include education by television and, in time, possibly college degrees for the home-bound or permanently disabled.

State income in agriculture is expected to increase, as in the past, through developments such as tracing phosphorescent elements into the soil to determine exactly what fertilizer will revitalize a plot of ground. Whereas the eradication of brucellosis (completed only this year after 20 years of trying) will add thousands of dollars to the state's dairy industry, mutation of plant genes is expected to add millions through the discovery of crops which are both bigger and resistant to disease.

On the cultural side, the University of tomorrow may occupy an even more important place as a community center for inspirational art. The increase in leisure, made possible through automation, will permit more and more persons to participate in the after-hours activity uniquely afforded by the University.

from

John R. ...



This is a moment for new perspective. We take things too much for granted. Things were not always so — nor will they continue to be.

Recently there came back to the campus from another state an alumnus to receive the University's "Outstanding Achievement" award — a graduate of 25 years ago who has attained to notable leadership in his life work. He spoke of his graduation in the time of the Great Depression. It was a time of widespread economic hardship, when good jobs for the college graduates were few and far between; when the future looked dark, indeed.

A time, he said, when the check you had written not only might come back marked "no funds," but in some cases, "no bank!"

Even in the past 25 years, America has become a different kind of nation. More than twice as many babies were born last year as in 1932. College and university enrollments have more than doubled. The practical results of research have far more than re-doubled, it is safe to say. The gross national product — the total national output of all goods and services in the national economy — has tripled (in terms of 1955 dollar values).

But the results of education and research are more than practical. Indeed, the marvels of science and invention — the fascination of silver jet aircraft spinning across the skies, the mushroom cloud of atomic fission, even the miracles of mod-

the President . . .

ern medicine or the fruitful advance of agricultural research — all these we behold and admire, too often without understanding the intellectual training and processes which have produced them or their meaning beyond gadgets and material productivity.

This training and these processes are the business of universities. They are arduous and demanding. They are costly, but enormously productive. And they are expanding.

Fortunately, as never before in our national history — except, perhaps in the latter 1860's with its rise of the land-grant college movement — there is a new and wider public awareness of the importance of higher education.

It was recognized a year ago in our own state by the Governor's appointment of a distinguished cit-

izens-committee on higher education. The Minnesota Legislature has taken account of it in two ways: by its generous underwriting of the biennial needs of the University, and by appointing its own interim legislative committee to undertake an intensive two-year study of the problems and relations and needs of all the colleges in Minnesota.

The resources provided the University this year give new and quickened vitality to the belief that a people's support for education is truly the measure of their faith in their own future. It is in both the more immediate consequences of legislative action and the larger dimensions of public determination and commitment that we find reason for appreciation, encouragement and renewed dedication to our responsibilities.

In the basement of chemical engineering, a new slate grey door has been built into the wall of an old storeroom. A panel of lights and knobs controls the heavily barred door, guardian of a winding tunnel at the end of which is a tiny stone cell.

The cell is flooded with an eerie glow that sifts upward through clear water in a circular swimming pool so narrow that you can almost reach across it.

Sixteen feet down in the pool, pencils of trapped radioactive energy float lazily at the end of a cable.

Swinging high and free above the water are two giant slave claws,

Cellblock For Science

their steel tips manicured red. The claws—confident, where men fear for their lives—wait for the pencils to ride their pulley to the top. Then, by remote control, they are ordered downward to lift the pencils clear of the water in preparation for experiments in the world of the atom.

A cement laboratory into which scientists have built a glass window to peer at the secrets of nuclear fission is preparing to move Minnesota ahead into the atomic age.

Getting its last touches for an open house in September is the gamma irradiation facility, a cellblock of science whose walls are four feet thick and whose farthest rooms are completely underground.

The \$100,000 project was made possible by the Minnesota Nuclear Operations Group—a unique cooperative of 26 state leaders of industry and the University.

Prof. Herbert S. Isbin, the University's representative in the group, says he views the project as "one of our major facilities to train nuclear engineers at a time where there are so few."

However, he indicated that the facility is for use of all departments. Isbin, an associate professor in chemical engineering, added that the University will welcome Minnesota companies who wish to use the facilities for studies on their products.

From what goes on in the hot cell as seen through three feet of glass, University scientists hope to:

✓ study the effects of radiation on larger animals to get an idea of what happens in humans during atomic attack;

✓ discover, through the use of sheep, how radiation affects the unborn;

✓ study how radiation affects bacteria and insects in food and in the soil;

✓ explore the process of making changes in plant

genes so that crops can be bigger as well as disease resistant;

✓ shed some light on chemical reactions produced by radiation.

Reported high on the list of projects is the search for protection in case of atomic attack. While previous studies on campus were impossible without a gamma facility, radiologists such as Dr. Merle K. Loken '56PhD have done limited personal investigations on the effects of radiation with animals.

Loken, an assistant professor of radiology, pointed out that future research will require the knowledge of many, including biologists, chemists and physicists.

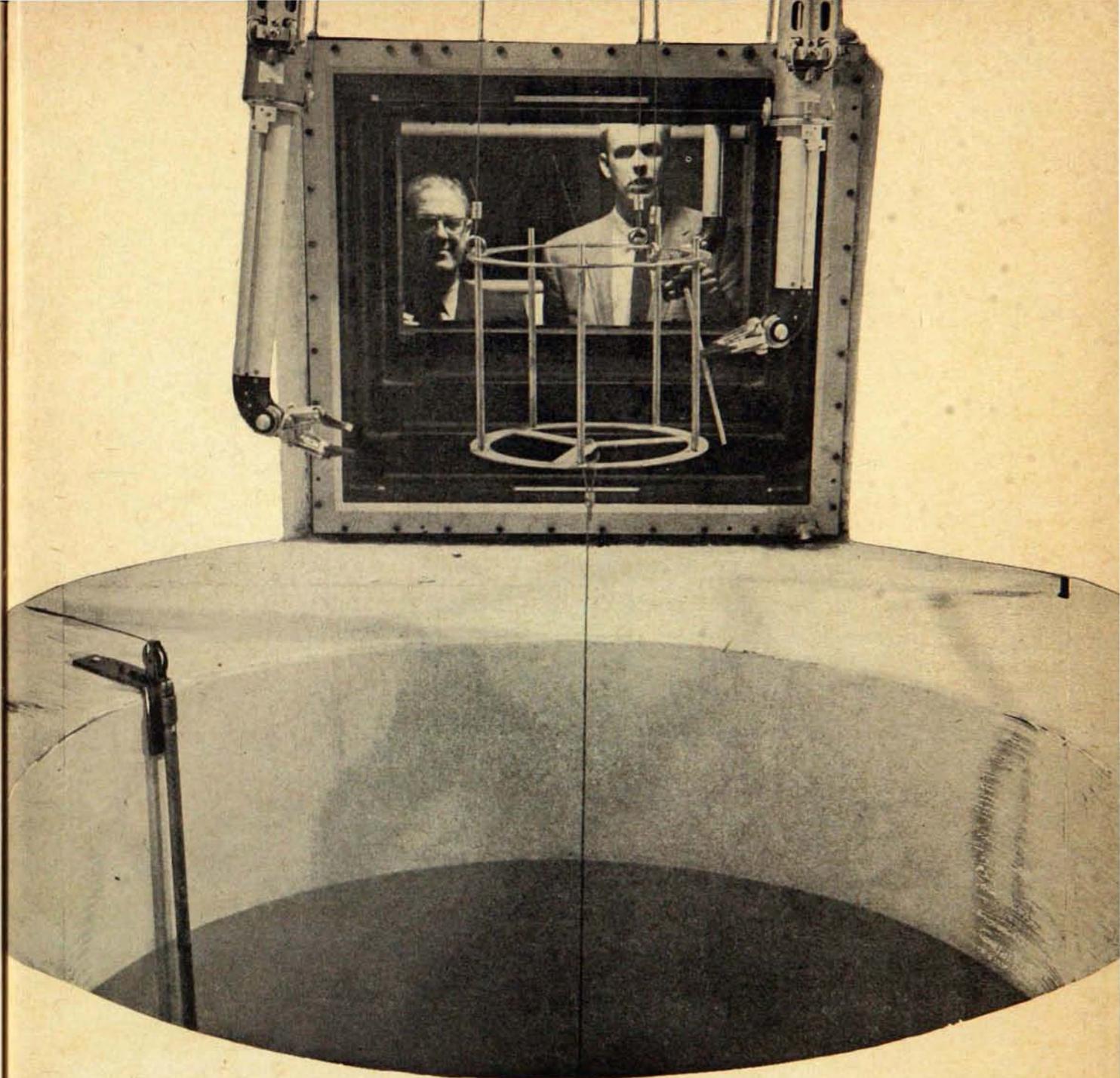
"Radiation," he said, "does not burn you at the stake but rather attacks you on the inside. Pooling our knowledge will help us determine what biochemical changes occur in the cells at the moment of exposure."

The laboratory, he believes, will offer this opportunity to study immediate death through a high dosage of radiation. In tracing the biochemical changes, he believes that researchers may discover a means to ward off death through protective chemistry.

Indicating that the theory of getting protection by chemicals has been explored at Los Alamos, Loken singled out one promising protection for the future—the sulfhydryl compounds.

In the gamma irradiation facility, he hopes to pursue the line of thinking that the use of sulfhydryl compounds will neutralize the effects of radiation.

Other research which could immediately affect vast



Outside looking in are two University scientists in the process of demonstrating the operation of newly installed atomic equipment. Professor N. R. Amundson, head of the department of chemical engineering (left), and Clayton Lagerquist, health physicist, stand behind a three-foot thick glass shield to protect themselves from radioactivity while they manipulate the two claws seen on opposite sides of the glass. To get this unusual angle photograph, atomic cameraman Bob Kozar substituted himself for the atomic substance and took the picture from the inside looking out.

populations is the study of atoms in agriculture.

While knowledge of radiation as it affects the unborn or as it changes crops is relatively limited, food preservation by radiation appears to have almost immediate possibilities.

According to Dr. Richard S. Caldecott, associate professor in agronomy and plant genetics, small scale studies demonstrate that potato sprouting could be inhibited by radiation. He said that agriculturists are now seeking a practical method of using radiation to

make potatoes maintain their "keeping quality."

Radiation has also been used in meat and dairy product preservation experiments.

In addition to studies such as these, the atoms for agriculture may be a means to curb the growth of parasites in food. In one dramatic test, radiation stopped the trichinosis cycle in pork.

Isbin, along with others on campus, indicates that the laboratory has brought the University a new phase in nuclear studies.

Where does that money

GO?



Robert P. Provost

Director, Greater University Fund

If you were one who contributed \$336,000 to the Greater University Fund last year, you might be interested to know *where does the money go?*

Those dollars are in 235 different projects now enhancing your University's ability to do a better job in three broad areas: *student aids; research, instruction and equipment; and special facilities.*

You will be interested to know that all student aids at the University are provided for by your generous contributions — gifts from alumni, friends, organizations, firms and foundations. According to Hugh McCardle, student loan supervisor in the office of student loans and scholarships, approximately 1500 students received loan help from you last year.

Your dollars toward research, teaching and special equipment were channeled last year into vitally important projects. For example, dairy studies, soils advances, heart disease investigations, horticulture experiments and civil engineering developments.

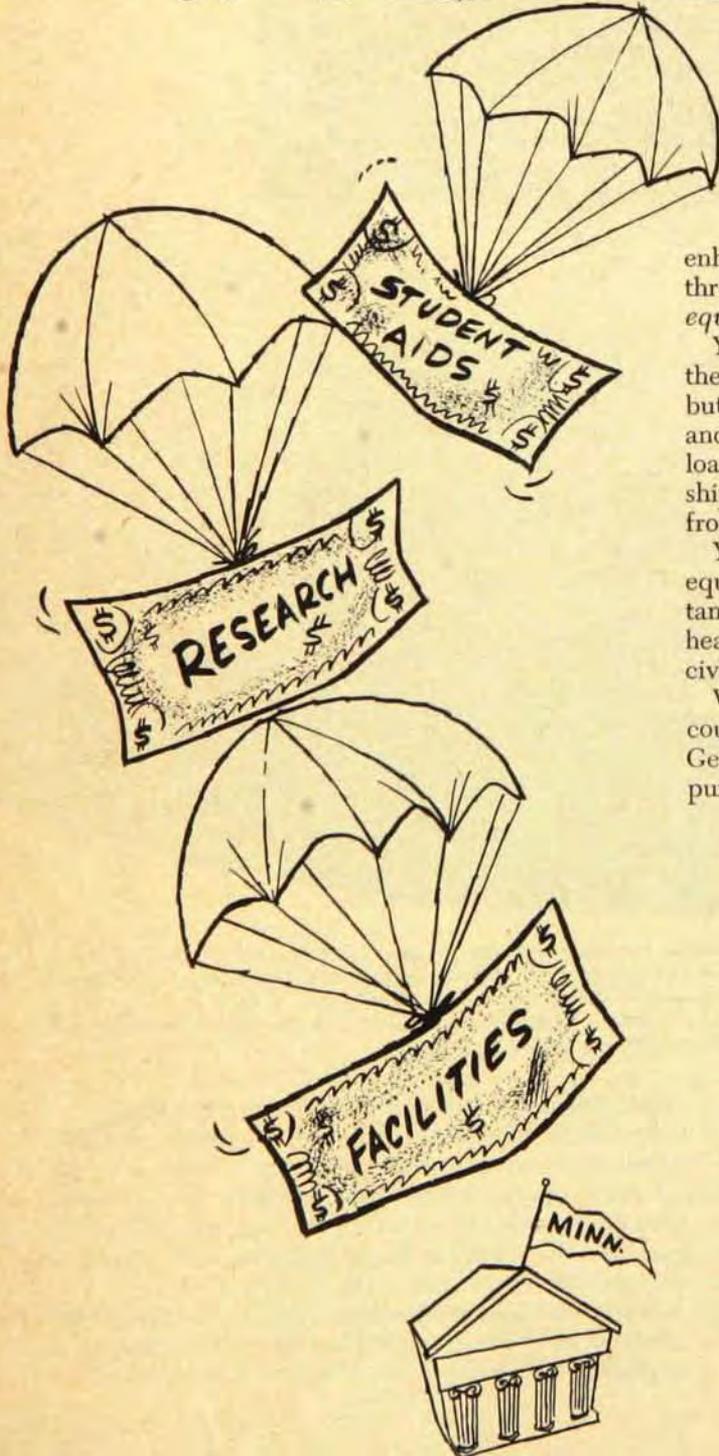
When a special microscope was needed last year, who could pay for it but *you* through your gifts? Those in General College, for which school the equipment was purchased, thank you for it. *Every piece of equipment* such as this, *every graduate fellowship* to help a student achieve higher goals, *every research grant* costs money. This money is over and above that which the legislature appropriates for the operation of the University.

Your gifts also create special facilities such as the new St. Paul Student Union.

Your gifts helped build the Cedar Creek Forest laboratory for the study of natural sciences. Also, your support has been a mainstay in the theatre building program.

You who have given already know that *a gift cannot be too small.* Some person here, some project, some research needs you and is worthy of your consideration.

We have done fine things with the backing of just 5,000 alumni. We have 85,000 more alumni throughout the states and the world. If and when we can get their support, we expect to be in a position to do wonders.



The colleges and universities of the nation, the University of Minnesota among them, face a continuing crisis in recruiting and retaining competent faculties. The problem is a critical one, indeed, because it affects not only the colleges, but all the areas served by persons who must get their specialized training in college. As the report of Educational Policies Commission *Manpower and Education*, points out, "The teacher shortage has unique potency for breeding shortages in other areas where trained manpower is sorely needed. Failure to solve the problem . . . will aggravate shortages generally and its effects will be cumulative."

Why should there be a shortage of college teachers? The most simple reason is that, because of low birth rates in the 1930s and early 1940s there will be a smaller proportion of people in the wage-earning ages in all fields until the post-war population boom changes this cycle.

Concurrently, both a larger *proportion* and sharply increasing *numbers* of college-age young people are attending college. This increase naturally requires more staff members. But at the same time there is stronger competition from business, industry, and government activities for the services of specialists, and the inducements for such services are often more compelling than those of college teaching.

The primary inducement, of course, is that salary levels of college teachers have lagged far behind those of other groups in keeping up with increased costs of living. Studies have shown, for example, that in 1954, in terms of what their salaries would buy, faculty members as a whole were actually worse off, by five per cent, than they had been fourteen years earlier. Fortunately, however, there has been a general upswing in salary levels since 1954. The Minnesota State Legislature has shown its awareness of the importance of maintaining a competent faculty at the University

Dean H. T. Morse who was the youngest 'U' dean when he became head of General College in 1946, is well known for his constructive thought in special problems of education. He completed this article before embarking on an educational assignment in India.



Despite rising enrollments teachers are being crushed between the wish to teach — and the economy —

THE *vanishing* AMERICAN

H. T. Morse '28BA '30MA '39PhD
Dean, The General College

by making funds available for a 20 per cent increase in faculty salaries in the biennium 1957-59.

But the problem is still acute. The University Self-Survey Committee, under the chairmanship of Dean T. C. Blegen, has suggested that predictions of 34,000 to 37,000 students for 1965, and 41,000 to 45,000 for 1970, "are not unrealistic." This implies there would need to be a *net increase* of faculty members of about 33 per cent over 1955-56 by 1965, and about a 50 per cent increase by 1970.

In light of these shortages, every practicable means must be used to supplement and extend the services of the teaching faculty. As the Educational Policies Commission states, "There can be no single solution to the problem." In what ways can the University of Minnesota increase its supply of teaching personnel?

1. *More intensive recruitment in colleges:* A vigorous, systematic, and sustained campaign of recruitment must be undertaken to convince especially able undergraduate and graduate students of the many real satisfactions in college teaching as a career. Faculty members and lay groups must join forces in this campaign. The success in dramatizing the needs of the elementary and secondary schools in recent years shows what can be accomplished by sustained effort.

2. *Recruitment from other sources of supply:* There are in almost every community of any size numbers of people who would be competent to teach college but who are not now doing so. One major source is married women, many of whom could be available on a part-time basis. Another source is from foreign nationals displaced by the war and other upheavals, many of whom have been highly educated.

Still another only partially tapped source of supply (except in medical and dental schools) consists of persons from other professions and from business who

possess the required competencies and who might be persuaded to teach on a part-time basis. Retired military officers also might be available and interested in supplementing their retirement allowances with part or full-time college teaching.

3. *Relieving faculty of routine duties:* Some duties of faculty members involve routine matters which could in many instances be performed by clerical workers. The time and effort thus saved could be devoted by the faculty to teaching and other scholarly activities. If this possibility were explored more fully, it might have the same effect of extending the scope of truly professional level activities of college faculties. The elimination of many routine duties has been accomplished through the provision of nursing and related aids in medical services and the preparation of technical aids in engineering.

4. *Adoption of different instructional methods:* There has been much talk about increasing the scope of a college teacher's operations by means of TV. Some experiments have indicated that under carefully controlled conditions a single teacher may indeed reach a larger audience. The use of TV will surely help in some situations. But it does not substitute for the individual teacher any more than instruction by radio and

motion pictures did when they were introduced on the educational scene, with very similar claims.

There is no adequate substitute for the personal relationship between student and teacher. We must, therefore, avoid procedures which seem to alleviate the teacher shortage but which may actually impair the quality of teaching and learning.

5. *Extension of retirement age for faculty:* The recent trend toward reducing the retirement age in many occupations has much to commend it. But with critical shortages of competent personnel looming in a wide variety of fields, the earlier and even the compulsory retirement ages are often being questioned. Some University faculty members, after reaching the compulsory retirement age of 68, have taken academic positions elsewhere and have given years of distinguished service. In the light of this situation, the University is currently considering a revised policy for selective extension, on an annual renewable basis, of faculty retirements.

6. *More flexible class schedules:* Critics of American higher education have long pointed out that college degrees in this country seem to be attained more on a time-serving and credit-accumulation basis than on a demonstration of learning or proficiency. They contrast our system with some European procedures in which students carry much greater responsibility for directing their own education.

While these approaches are not broadly transferable to the American scene, it may be quite readily agreed that the American student, especially at the upper division level, could be given considerably increased individual responsibility for independent study and learning. Thus regular classes might meet less frequently, but it must be recognized that the directing of individual study often requires more, rather than less, faculty time.

In this same connection, it might be desirable and feasible to consider the summer period as a regular academic quarter. Both faculty and student vacations could be staggered throughout the year to make more effective use of faculty personnel and physical facilities.

These are some of the adaptations which are being increasingly tried and considered in the light of the impending shortage of college teachers.

It is imperative that further plans must be made immediately, before the oncoming wave of enrollments reduces efforts to the level of frantic expediency.

Superficial remedies may actually cause greater problems or a deterioration of teaching standards for the future. It is, therefore, crucially important for the University of Minnesota to retain its distinguished role in research and teaching, through which it continuously improves the culture, economy, and well-being of the State which supports it.

GRIN AND BEAR IT

By Lichty



3-14

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"We can't afford a raise, professor, but we'll be glad to grant you a leave of absence so you can try for a fortune on some TV quiz show!..."

facts and opinions from
the alumni secretary

There are always two sides
to every story — this is

Our Side of the Story

Dear Gopher Grad:

You are a graduate of the University of Minnesota who does not belong to the Minnesota Alumni Association. What we want to know is your side of the story — why don't you belong to the Association?

This is our side of the story:

The Minnesota Alumni Association is *your* organization. Only graduates and former students of the University are eligible for membership. What is the Minnesota Alumni Association? What does it do?

The *Minnesota Alumni Association* is a non-profit corporation of the State of Minnesota. The policy and program of the Association is determined by a Board of Directors of 23 members: 20 elected at large and three members representing the official constituent alumni groups. Of the 20 at large members, five are elected each year for a four-year term. Board membership is limited to one four-year term. Members of the Association vote by ballots published in the April and March issues of the *Gopher Grad*.

There are two parts to the work of the alumni office:

The *Department of Alumni Relations* of the University is charged with looking after all matters pertaining to its graduates and former students; of relieving the various colleges, schools, and departments of the University from the need of doing the clerical work involved in keeping track of their graduates; to stimulate alumni activity and to coordinate alumni programs. This phase of the work is carried out by the Director of Alumni Relations (who is also the Executive Secretary of the Minnesota Alumni Association) who is directly responsible to President Morrill.

The *Minnesota Alumni Association, Inc.* has as its main purpose, the support and assistance of the University in every way possible. To this end one of the Association's most important jobs is to

keep in contact and get to know as many alumni as possible. Alumni clubs have been established in 105 communities, 55 within Minnesota. Innumerable alumni contacts are established and maintained throughout the length and breadth of the United States and in many foreign countries — where club programs are not possible.

A *continuing interpretation of the University* to alumni is another part of the job. This is done in many ways: through the *Gopher Grad*, newsletters, correspondence, personal contact, and through trips and visits. A part of the interpretation job too is to find out how the alumni feel and what they think about their University.

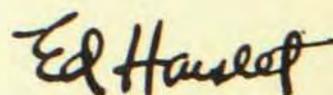
There is, of course, the fund raising aspect handled through the Greater University Fund, which is alumni-sponsored. There are many other aspects of the work too numerous to mention, all directed towards serving alumni and whetting their interest in the University — homecoming, reunions, honors luncheon, constituent groups, University of Minnesota week, etc.

The heart of alumni work is, of course, that of records, membership, and mailing. This is the day-to-day routine that makes all programs possible. But enough about the work of the Association — suffice to say that the Association and its program belongs to you. But your membership is still missing and we need it — to keep your organization strong in behalf of the University.

You will find a subscription blank as an insert with this magazine — use it! Become a member today!

This is our side of the story. We would like to hear your side. . .

Sincerely,



Mrs. Alma Olivia Scott
 Univ. of Minn. Library, Room 113
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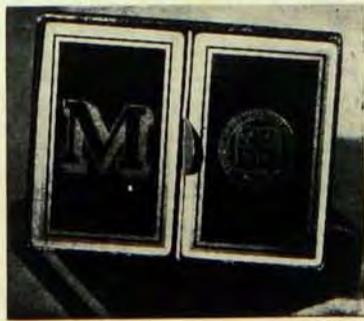
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