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Blegen Speaks To Students On V-J Day

Large Audience Hears Graduate Dean Tell Reconstruction Needs

Although only students for the second summer session were on campus, Northrop Memorial Auditorium was practically filled for the V-J Day convocation called on August 17 by Dean Theodore C. Blegen of the Graduate School in the absence of President J. L. Morrill.

The simple but impressive program included singing of "The Star Spangled Banner" and "America the Beautiful" by the audience, led by Professor Paul Oberg, an invocation by Professor George P. Conger and an address by Dean Blegen, who stressed the enormous problems that still face the world, including the world of education, as we strive to build a future that will provide peace and prosperity.

Dean Blegen said:

We have had days and hours of boundless rejoicing and relief of tension over the ending of the most destructive war in all history. The enemy, treacherous and without honor from the outset, must be watched for treachery to the last moment, but there is no doubt that the cloud of war has been lifted from the face of the earth.

It is well—it is human—that there should be deep joy in our hearts, but underneath the surface of our rejoicing, and with thoughts ranging backward over the years and outward into the future, men and women today are searching their hearts and minds as to the meaning of the events that have crowded upon us, the nature of the challenges that face us, and our own purpose and will and courage to make enduring realities of the things for which men have suffered and died.

Civilization has been rescued from a grave and sinister peril. That peril was the peril of a world of unfreedom. We and our allies the world over fought against it. We knew what we did not want and would not have. We would not have a world of concentration camps and firing squads, of book burning and persecution. We could not accept a world warped by belief in racial superiority and ruled by men who rejected liberty, equality, and the dignity of human personality. We struck out against a world with education in chains. We rejected a world of jungle law, the rule of fang and claw, with bestial force overriding the civilization that mankind has built through long centuries of time. We would not have a world of unfreedom.

From that peril the faith and might and courage of America and her valiant allies have emancipated us. And so today, upon the culmination of the sacrifices and prayers of millions of people, we give thanks to all those who have made this day a reality.

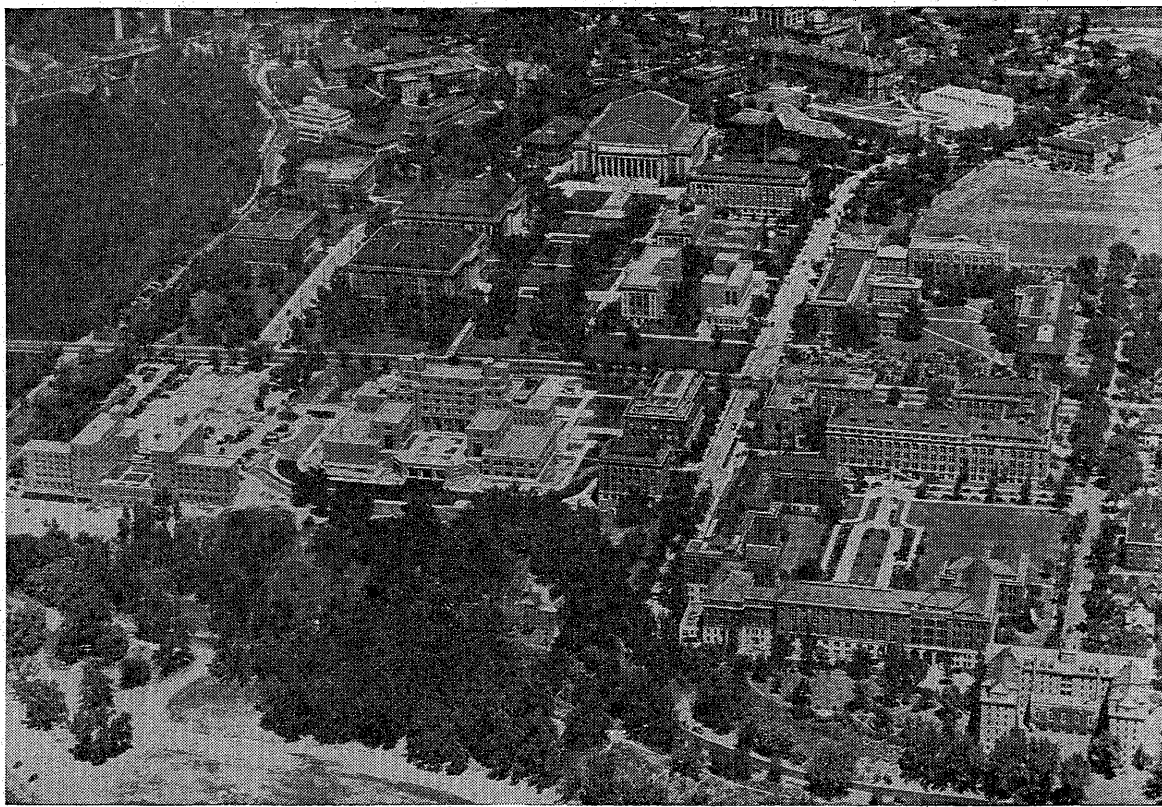
It is a day of grateful remembrance. We know that we never can measure the pain and suffering caused by the war, but we can cherish in our hearts a feeling of profound gratitude to those who have helped to remove the scourge that darkened the world. We pay reverent honor to those who once sat in these classrooms of ours and walked about this campus who have given their lives for their country and its great cause. And we remember also those who have been torn in body and hurt in mind by the terrible experiences they have had. We of this university join a grateful state and nation in honoring all who have served, in whatever capacity, in carrying the burdens imposed by this war.

Our homage would be empty, however, if we did not interpret victory as challenge and dedication. We won one world war and lost the peace. This time we and all peoples who love liberty are determined not to lose the peace.

"A Constitution for Peace"

We already have, in the United Nations Charter, a constitution for peace. The challenge to us and the

A New Air View of the University of Minnesota



"The Effectiveness of Scholarship" Subject of Talk by Barbara Clark

Purposes of Education Analyzed at Recognition Assembly on Farm Campus

"The Effectiveness of Scholarship" was the subject of an address delivered at the Recognition Assembly of the College of Agriculture, Forestry and Home Economics prior to the end of the last college year by Miss Barbara M. Clark, assistant director of the Student Activities Bureau in the office of the dean of students. Before joining Dean E. G. Williamson's staff Miss Clark was secretary of the University YWCA.

Her address follows: Dean Schmitz and friends, I appreciate the opportunity of speaking before this Ag Recognition Assembly. I have always been fond of the Agricultural Campus and of late have had many occasions to be present at activities held in this division of our University. At all times I have been impressed with the friendliness and graciousness expressed.

Tonight scholarship and achievement are being recognized. So much has been said by many far greater and learned than I that it seems as if there is little room for anything more to be added.

In reviewing some of the writings of our great scholars, one finds a rather constant emphasis upon the responsibilities and obligations placed on the person endowed with scholastic skills. With this in mind, I would like to talk tonight about scholarship in the realm of its effectiveness. The products of scholarship are so important; it is indeed fitting that it be honored tonight.

Judging from your dignified appearance in cap and gown this evening, one would assume that, at least to date, your scholarship has been effective or you would not be here tonight. For the most part, the end of your university career is in sight. Commencement is just a few months away. So often we think of commencement as the end, but in reality, we should think of commencement in its true meaning—that of not the end, but the beginning.

To be effective, our scholarship must be creative and purposeful in the world in which he will live. True scholarship is not a matter of mind alone but rather the applications of that mind. Scholarship is a means whereby society may be helped in its advancement.

Even as we talk here tonight we cannot ignore the war-torn world—strife and confusion are universal. This war has caused us all dis-

stress and for some deep personal loss. There are many questions we would rather not even try to answer, let alone have to face. Questions such as: Can we really survive without complete exhaustion of our resources—physical, moral, and spiritual? How will reconstruction be achieved? Upon what principles will it be based? Will there be a lasting peace? We cannot isolate ourselves from these problems; rather if our education is to be really adequate and effective, we must direct our efforts toward their solution.

As college graduates, we cannot confine our interests to the purely academic or doctrinal. We are already as a nation, state, city, and university faced with an unprecedented bumper crop of social, political, and economic problems. They are ours to solve. As individuals and as students, we must apply our scientific training to the problems at hand. In the area of political and social conflict, we must take a stand. To insist upon detachment, while at the same time assuming the role of the intelligent observer, is not effective scholarship but rather defective citizenship.

Detachment from prejudice and uncritical thinking is necessary to reach scientific truth; but once this has been reached, one can no longer be detached but is bound to it by the intellectual and moral loyalties of which we are all capable. We must discard the notion that there is no continuity between the world of the student and the world of the citizen. College students have a unique opportunity to point techniques and methods towards the solution of problems that surround our daily lives—political, social, cultural and economic.

Scholarship, to be effective, must be creative. However, we may be of the wrong opinion if we assume that academic ability alone is enough; for we all know that it is the whole individual that counts. As one of our former university professors has said, "We can no longer afford to build intellectual giants at the expense of spiritual and social pygmies."

For four years we have been fighting, among other things, a war of values to protect the decency of the individual. These values must be sharpened and again enthroned. Values are intangible. Our grades and academic achievements appear to be tangible and therefore capable of measurement. Consequently, at times, there is a tendency to place more emphasis upon the latter than the former. There are, of course, degrees of

V-12 Dwindles; Army R.O.T.C. Status Unsettled

The Navy's V-12 program at the University of Minnesota will dwindle rapidly this fall and winter but a permanent quota of 300 students in the Naval ROTC will be maintained, Captain John T. Tuthill, in command, has announced. Men in pre-medical and pre-dental courses of V-12 will be washed out Nov. 1, and those in the actual medical and dental program, about December 20. Remaining thereafter in V-12 will be only a group of engineers, who will continue until July 1, 1946.

The same number of NROTC students, 300 apiece, will be enrolled in each of 52 such establishments the Navy plans to maintain, Captain Tuthill said. Present practice of enrolling only men who have seen service with the fleet probably will terminate within the coming year.

Army ROTC plans are less definite meanwhile, because an accurate arrangement can not be made until Congress decides whether or not the nation will have universal military training, said Col. T. W. Wrenn, new army commander on the campus. There will be no advanced ROTC units for seniors

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Eighth Head Of University



Dr. J. L. Morrill

The new president of the University of Minnesota assumed office on July 1, coming from the University of Wyoming. Details of Dr. Morrill's election and of his career were printed in Minnesota Chats last year.

'U' Begins First Postwar Year of Life

Big Gain in Student Body Seen with Veterans Factor in Increase

BUILDINGS PROJECTED

Eighth President of Institution at Helm as 76th Year Starts

Registration and Freshman Week at the University of Minnesota for its first postwar year got under way Sept. 24 and fall quarter classes started a week later, Monday, Oct. 21.

A rise of at least 1,500 students over last fall's enrollment was foreseen by True E. Pettengill, acting director of admissions. This would bring attendance to more than 10,000. Mr. Pettengill said that by a year from now he expects the university to have 16,000 students, more than ever before.

The "rush back to college" is expected to be greater after this war than it was after the first world war, at which time enrollment at Minnesota increased so greatly that it inaugurated the "modern era" of the institution.

This is the third great war to have directly influenced the university inasmuch as its opening as a university had to be delayed until the civil war was over. Classes at the college level finally began in September, 1869. About 600 veterans will be enrolled in the present term.

The present year will be a milestone also in that it finds a new president, the university's eighth, at the helm. He is Dr. J. L. Morrill, erstwhile president of the University of Wyoming and before that vice-president of Ohio State university. "Able, experienced and friendly" were words used to describe the new president when he was elected by the Board of Regents last spring. He has been warmly received in his first contacts with faculty, students and the public. Dr. Morrill will address the opening convocation on Thursday, Oct. 4.

Re-establishment of Bernie Bierman in his post as head football coach has been another event of the university's return to a peacetime basis. Bierman expects to have a sound team but he by no means agrees with the predictions of some national experts that the Golden Gophers will be champions just because "Bernie is back."

To Resume Prewar Activities

Student activities at the University of Minnesota will be resumed on the pre-war scale this coming college year, Edmund G. Williamson, dean of students, declares. Although athletics were continued during the war, partly because the coaching staff was needed to conduct physical training for the army and navy, student social life was severely curtailed and all "formal" events were out.

Reopening of some sixteen fraternity houses will contribute that much to a solution of the housing problem, Dean Williamson said. Sorority houses have remained open during the war, as there was no such loss of women students as of men.

Dads' Day this fall and Mothers' Day next spring, will be resumed, said the dean. These were dropped in wartime because of travel restrictions and the food and help shortages.

Building Plans Ready

The building program at the University of Minnesota, dammed up during four years of war, will be resumed as soon as the government gives the signal to go ahead, W. T. Middlebrook, business vice-president, said this week.

Largest item in the immediate program will be construction of the one and one half million dollar new building for mechanical and aeronautical engineering departments. This was authorized by the 1943 legislature, plans to become effective at the end of the war. Also in early prospect will be the remodeling of the older

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Frederick Hovde U. of M. Alumnus To Head Purdue

At Minnesota He Was Star Athlete, Outstanding Student; Studied at Oxford

Frederick L. Hovde, 37, former University of Minnesota honor student, star athlete and assistant director of the university general college, selected as president of Purdue university, Lafayette, Ind. Now assistant to the president of Rochester university, Rochester, N. Y., Dr. Hovde has been on leave of absence since 1941 as director of rocket development for the federal government.

Dr. Hovde is a son of Mr. and Mrs. M. R. Hovde. His father is United States weather bureau meteorologist for Minneapolis. His wife is the former Priscilla Louise Boyd, daughter of Mr. and Mrs. James J. Boyd, 230 Priscilla street, St. Paul.

Graduated from the University of Minnesota in chemical engineering with honors in 1929, Dr. Hovde was elected to a Rhodes scholarship and studied at Oxford university until 1932.

Dr. Hovde served as assistant director of University of Minnesota general college from 1932 to 1936, when he was named assistant to the president of Rochester university.

He was appointed by President Roosevelt in 1941 as a member of a special mission to Great Britain to facilitate exchange of scientific information important to national defense.

Dr. Hovde was quarterback of Gopher football teams in 1927 and 1928, winning letters in both football and basketball while a student at the university.

He will assume the presidency of Purdue early next year, succeeding Dr. Edward C. Elliott, who retired last June.

Selection of Hovde was announced at a special meeting of Purdue board of trustees. The board said 150 candidates were considered for the position.

Born in Pennsylvania, Dr. Hovde resided in Devils Lake, N. D., before the family moved to Minneapolis.

Maj. Piper Now in Omaha

Dr. Ralph Piper, director of physical education courses and gymnastics coach, now on leave, has completed his training. With the rank of major he is stationed at Seventh Service Command headquarters in Omaha where he is in charge of the physical reconditioning program for that command. It includes the state of Minnesota.

'U' Begins Postwar Year

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buildings for men and women, which lost their usefulness when the Coffman Memorial Union was erected. Soldiers and sailors in training on campus have been occupying these structures during most of the war period.

In early prospect also is the Mayo Memorial structure which will become the administrative and research center of the university's big medical school. For this \$750,000 was voted by the 1945 legislature and a campaign to raise \$1,000,000 in gifts is nearing conclusion. Plans for a \$2,000,000 structure will be drawn.

Several new or enlarged projects will be carried forward this year in the College of Science, Literature and the Arts. These will include a group of related courses offered as a sequence that will give the student a picture of American culture and civilization. There will be a strengthened program of general education and a new department of linguistics and comparative philology, with Dr. Konstantin Reichardt at its head. Two-year terminal courses in the Institute of Technology will be continued. They are designed to prepare a student for employment in technological industry on a lower than professional level. Some similarly aimed courses will be offered in the School of Business Administration.

In general, the University of Minnesota is not arranging distinct courses nor any type of segregation for veterans, assuming rather that the veteran will be a normal student taking the usual courses. Abundant special counseling and faculty help for veterans will, of course, be provided.

Two Receive Honor Degrees

Honorary degrees were awarded by the University of Minnesota to an outstanding educator and a distinguished teacher of agriculture at commencement exercises in Memorial Stadium, June 16. They are Dr. Donald J. Cowling, retiring president of Carleton College, and Professor Andrew Boss, professor emeritus of farm management, University Farm. They were given, respectively, the honorary degrees of doctor of laws and doctor of science.

Professor Boss spent a lifetime of service at University Farm following his graduation in 1891, becoming eventually head of the agricultural experiment station, from which he retired in 1936. Subsequently, however, repeated calls have been made upon his time as important men in the College of Agriculture have been drafted into war service.

Dr. Cowling became president of Carleton on July 1, 1909, at the age of 28 years, and under his direction the college grew in endowment from less than a million dollars to over \$6,000,000, while twelve of its eighteen major buildings have been constructed, including its entire system of dormitories for men. He conducted the college on the basis that there is a permanent need in this country for the privately endowed four-year liberal arts college.

Dr. Cowling was presented for his degree by Regent Raymond J. Quinlivan of St. Cloud, a graduate of Carleton College, and Professor Boss was presented by Dean Clyde of Bailey, head of the department of agriculture, University of Minnesota.

Must Consider Asian Peoples Speaker Says

Unless the United Nations "speaks up firmly now for the right of the colored peoples of the world to reach the dignity of independence as they emerge from the obscurity of the past" the peace of the future may well be lost in wars with empires of races that have been kept under the yoke of white sovereignty," Joseph A. Brandt, director of the University of Chicago Press told University of Minnesota graduates at the conclusion of the first summer session.

"Empires of the future" was the subject on which he spoke. Mr. Brandt developed the theme that races we call colored are so overwhelmingly predominant in Asia and so much more numerous in the world as a whole, that future peace may rightly be thought to depend on a better understanding of them and more intelligent relations between them and ourselves.

Pointing to Russia, which, he said, must be viewed as a friend, he pointed out that her isolation from western democracies following the revolution led to her internal development under a system wherein the many races of her republics received equal freedom.

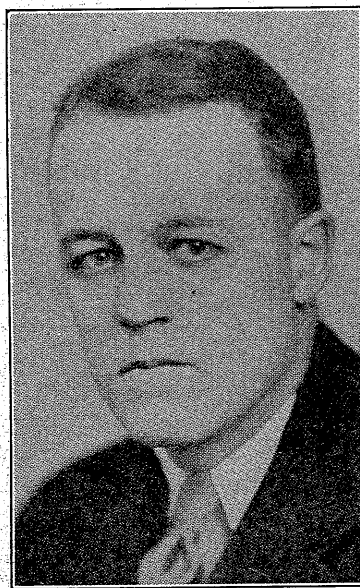
"The Bolshevik revolution changed Russia's status," he said. "Left severely alone, she developed a loose federation of republics, rather strikingly analogous to the United States except for this racial equality."

With her southern border touching only areas populated by colored races, Mr. Brandt pointed out, Russia is in a position that requires special consideration for the non-white races. The United States, however, has its own problem with its 13,000,000 negroes, whose treatment by us is watched closely by other racial groups of color throughout the world.

"Like Russia," said the speaker, "the United States is also both a European and an Asiatic power. The first world war taught us that we cannot escape our heritage. The years since that war have revealed to us that we cannot own such outposts as Hawaii and Guam without assuming the responsibilities of an Asiatic power. Our relations with Asia, on the whole, have been unusually good. We befriended China when other powers took territory from her. We promised the Filipinos their independence. We have thus far not been stained by the nineteenth century cult of imperialism. But we must remember that the empires of the future in the Pacific world are going to be empires of so-called colored peoples."

Urges Study of Anthropology
Mr. Brandt made a special appeal for the support and exten-

Named to Head Purdue University



Fred G. Hovde

sion in universities of the teaching of anthropology.

"I think one reason that the American people are so innocent on the whole of the race question can be charged to education," he said. "The one science that boldly yet objectively attacks this problem is anthropology. I was graduated from the University of Oklahoma without once having heard the word. It was only when I began the study of modern history at the University of Oxford that I discovered anthropology because without an understanding of it you could not hope to understand the political and economic evolution of man. Yet, when you examine the average university catalogue in this country, anthropology is seen to be all but forgotten. It is rarely required. It is usually snubbed. Is it small wonder that we graduate, year in and year out, thousands of young men and women ill-prepared for the storms of the future? for the Empires of the future?"

Foresees More Competition in Postwar Sports

Dr. Lou Keller, acting director of physical education and athletics at the University of Minnesota, proposes and visualizes post-war developments within his department that will find physical training on a vastly broader scale than ever before.

Dr. Keller is particularly interested in the competitive phase of this program. In his own words, "I believe intercollegiate competition for the greatest possible number of students is desirable because of its incomparable values in physical development and training, and am heartily in favor of large expansion of all forms of sports with this end in mind."

Minnesota's acting director expects veterans' organizations such as the American Legion will put on a campaign for a more comprehensive physical education program in high schools, colleges, and universities.

"We are definitely planning in this direction," says Dr. Keller. "We know we will need more outdoor facilities, and new indoor facilities on a considerable scale. We are working right now toward a large winter sports arena which will enable us to carry on simultaneously intercollegiate, intramural, and individual student and faculty activities. We hope to see speed skating, figure skating, and curling developed on an exhibition and intercollegiate competitive scale."

"The thinking all around the conference," continues Dr. Keller, "is in terms of more than one team in each sport. For instance, in football we might see varsity, middle-weight, and light-weight teams playing a full schedule in competition with other universities. The reason for this trend is the acknowledged superiority of competitive sports to organized mass drill in ultimate benefits to the individual."

"We recognize the impending need for expanded orthopedic gymnasium activities which we refer to in our curriculum as 'individual activities,' with emphasis on play, for the physically handicapped. There is a definite psychological value to this type of physical rehabilitation."

Dr. Keller foresees great expansion and development in the field of industrial recreation which has become "definitely of age" under the current war-time stress

Clark Analyzes Scholarship

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intelligence and sensitivity; but knowledge of and appreciation of human values—esthetic, scientific, philosophic—are shared by all human social groups. Therefore, we cannot set ourselves as a race apart but rather we must use our vantage points to aid in the direction of our immediate societal structure.

Upon graduation we must not let ourselves be subject to intellectual erosion. Those of us who are women must be particularly on the look-out against this gradual wasting away of intellectual efforts. As women, we are in danger of being accused of knowing everything about the home in which we are busy at work, while we know nothing about the problems of our immediate surroundings.

As students with the benefits of a university education, we should be in a position to assist continually in the reformulation and evaluation of ideas and ideals in order that they may be relevant to a changing society. This may be done by choosing and clarifying for social usage those ideals which have the best chance of remaining consistent with present and future experiences and with the theories which may be drawn from them. You may say this is too big an order, that it is too much to expect of any one person. Perhaps this is true; but in our present society, we are all to be impressed with the insignificance of the individual. Taken in a composite roll, the individual is insignificant; but we are at the same time for getting the great potentialities of that same individual. As students, we have had training in methods and techniques on how to approach a problem with the aim toward its solution. These same methods and techniques may be carried over by us into our community living. Community problems can be attacked in the same manner and we, as individuals, may participate in their solution.

The scholar and student must accept social responsibilities for the results of his intellectual efforts. The weapons man with all his scientific brilliance has created can easily be the weapons of our destruction.

For the past few minutes I have been discussing with you certain generalizations regarding human values and scholarship. I have shared with you some of my thoughts. You may not agree with all that has been said, but I ask that on this eve of commencement we consider some of the other phases of scholarship. I am hoping that those who have intellectual ability and the pursuit of scholarship at heart will find some way to apply in their daily existence what has been learned, for it requires something deeper than intellectual ability to gain a mastery of human problems. "Intelligence is far broader than the logical reason. It must take account of every department of human values, not as subjects for analysis but as structural pillars in a temple of human achievements. The function of psychology is to interpret, not to explain away. The function of criticism is to clarify, not to disapprove. The aim of learning is scholarship, not as an end in itself but as a means to the fullest and richest and most rounded life."

*Powell, John Walker, "Baccalaureate Address, June, 1940."

Here's Your Vitamin A

All green and yellow vegetables give you the raw material for Vitamin A, but the dark leafy ones are extra generous. Vitamin A helps children to grow; it helps your vision in dusk or semi-darkness. It improves resistance to certain respiratory and other infections.

on man-power. Says he, "Hundreds of the largest industrialists in the nation have found an industrial recreation program within their organization highly worthwhile in improving efficiency and fostering favorable labor relations. We people in our work take cognizance of this trend."

"In expanding our teacher-training program after the war, as we must certainly do, we will aim to fill the needs for supervisors in industrial recreation, as well for a greatly increased number of physical education instructors for high schools and communities. Despite the shortage of qualified supervision, high schools throughout the nation are placing more emphasis on physical education than ever before," he concluded.

Urges Veterans Use Caution Buying Land

Dangers that may arise from an over-enthusiastic back-to-the-land movement of discharged veterans are cited by Dr. Lowry Nelson, professor of rural sociology at University Farm, in a booklet, "Farms for Veterans," just published by the National Planning Association, Washington, D. C. The publication also contains the joint committee report of the association pertaining to veterans in agriculture. Dr. Nelson is a member of the agricultural committee of the planning group.

According to the association, an estimated 1,400,000 veterans will seek full- or part-time employment in agriculture during the next few years. The joint-committee report, based in part on Dr. Nelson's studies, points out that agriculture cannot be considered a major solution to the problem of veteran employment. Moreover, the use of farms as a "dumping ground" for veterans would increase the risks of farm investment by speeding up the land boom which is already under way with bad results for veterans themselves.

The purchase of farms by veterans, the report says, should be undertaken only after careful consideration of (a) the veteran's ability and experience; (b) the amount of capital he has to borrow; (c) the current land values in the area of purchase, in relation to the appraised value on a long-time basis; and (d) special factors such as maturity of the individual, and other personal and local considerations. A public appraisal service for the use of veterans who wish to purchase farms is suggested.

Army - Navy Status Changes

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and juniors because there is no one from whom to recruit them, he explained. Col. Wrenn strongly urged that freshmen entering this fall who are physically fit, enroll in army basic ROTC even if they expect selective service to take them within the year.

"The knowledge of drill a man would obtain in even a few months would make him stand out among members of his draft contingent," the colonel said. Major C. R. Eisenschmidt has been assigned to the Army ROTC as executive officer, replacing Capt. Philip Schroeder.

The university has recently signed contracts for an additional number of men in an Army Specialized Training Program covering the Japanese Language and Area.

Dean Blegen Hears From Dr. D. Seip

George Grim, correspondent of the Minneapolis Star-Journal and Tribune, who recently visited Norway, brought back with him upon his return a letter addressed to Dean Theodore C. Blegen of the Graduate School by the Rector of Oslo University, Dr. Didrik Arup Seip. Dr. Seip was a visiting professor at the University of Minnesota some years before the war. As Rector of the University of Oslo, he defied the Nazis, was arrested and interned in Germany. After the liberation of Norway he returned to his native country and resumed his position as the head of the National University of Norway. In his letter he extends a hearty greeting to all his friends at the University of Minnesota, expresses his pleasure in the re-establishment of direct contacts between Norway and America, and expresses the hope that before long some of the scholars of the University of Minnesota will be able to pay a visit to Norway. He sends special greetings to the former librarian, Mr. Frank Walter and to Professor M. B. Ruud, the news of whose death in 1941 evidently did not reach Norway.

New Man in Rock Laboratory

Lee C. Peck has been appointed instructor in the Rock Analysis Laboratory in Pillsbury hall and will have charge of it.

Mr. Peck graduated as a chemical engineer from the University of Minnesota in 1931. The position was left vacant by the resignation of R. B. Ellestad. The Rock Analysis laboratory is financed by grants from the Geological Society of America. Its main purpose is to make the chemical analyses of rock available to geologists and research men.

Students Hear Dr. Chas. Turck At Graduation

Macalester College Head Discusses "Perils of This Peace" as Summer School Ends

"The Perils of This Peace" was the topic chosen by Dr. Charles J. Turck, president of Macalester College, St. Paul, when he addressed the 205 students who were graduated Aug. 30 at exercises concluding the second summer session.

It was the first commencement at which President J. L. Morrill presented diplomas to University of Minnesota graduates.

The largest group among the graduates were men who had completed the Navy's V-12 course in dentistry. In addition to their diplomas these men took the oath en masse and received commissions as lieutenants (j.g.) from Captain John T. Tuthill, professor of naval science and tactics and head of the NROTC installation.

Introduced by President Morrill, Dr. Turck said:

The perils of peace are as nothing compared with the perils of war. Too many Americans quickly forget this fact and its implications. There have been jobs for all. It is strange anomaly that the political and industrial leaders who fix the pattern of American life can by daring and imagination win two world wars, and yet they have failed once and may fail again to establish a just and peaceful society. No wonder that many Americans think of peace as perilous and war as prosperity!

The men of the Army and the Navy will never accept this fallacy. They know that war is a fearful and terrible business, compared with which any kind of peace based on honor is preferable. It is incumbent on us to rebuke in no uncertain terms those thoughtless Americans who carelessly remark that they wish the war had continued a little longer, or who talk or think or act as if the perils of this peace make the war and the victory meaningless. Young people particularly should not forget the dangers that have confronted the nation in war, and therefore they should reject in their thinking about the post-war world those twin mirages at opposite poles of political thinking, military and economic isolationism at the one pole and pacifism at the other.

The American people face three great dangers. We may become a divided people. Our entry into the war was not the deliberate judgment of the whole people, but was the angry response of a nation that had been treacherously attacked without warning. We became united overnight to win the war. Now that the war is won, those deep cleavages among our people that existed before Pearl Harbor are reappearing. It is a blind and foolish optimism that denies their existence or ignores them.

In a free society, a certain amount of division and even discord is inevitable. However, every nation requires a basic adherence by the great mass of its people to certain fundamental principles of life, such as the concept of law and order, or individual freedom, or the commonwealth. The Declaration of Independence has set forth what Herbert Agar has rightly called the Doctrine of All Men. Unfortunately, many Americans do not in practice accept this principle of human equality. Learned men will pour scorn on the notion of equal ability or capacity—for which no one contends—and ignore the proposition of equal right—to which the nation is dedicated.

An important task that confronts the younger generation is the gradual removal from the seats of authority of all those who are practitioners of race prejudice or class prejudice and who by their public and private utterances and conduct demonstrate their rejection of the doctrine of All Men. An America divided on this concept will be a weak and uncertain America, whose vast weight may be thrown around most carelessly and with disastrous results in international affairs.

A second danger is arrogance. Even while the war was on, some Americans discussed "the American century," as if no other nations would have a voice in the post-war world except this country. Within three weeks of the close of the war, some leaders in America are manipulating political decisions in ways that would

Eat Potatoes Experts Urge

The large crop of potatoes coming on the market is a boon to the homemaker trying to supply the family nutrition needs, according to Inez Hobart, extension nutritionist at University Farm. Potatoes can provide a third or more of the day's vitamin C needs if eaten in generous quantities. Freshly harvested potatoes offer more vitamin C than those coming on winter markets from storage.

Serve potatoes plain or fancy, but cook with care to save the most vitamin C as well as the B-vitamins and iron which these vegetables offer, Miss Hobart urges. For best nutritive value, scrub potatoes well, then boil in their jackets. Laboratory research shows that the potato skin does an efficient job of keeping important food values from escaping to air and cooking water. Salt in the cooking water does not appear to preserve the potato's vitamin C, as some people have supposed, and the more salt used, the more minerals leach out from the potato during cooking. Home economists suggest therefore that potatoes be seasoned when served.

Eating boiled potatoes skin and all gives extra returns in food value because of the good measure of vitamins and minerals in the skin and close beneath.

If potatoes are to be mashed, hashbrowned, or made into salad, puffs, griddle scones or other tempting dishes, they are off to a good start when first cooked in skins. An added advantage of boiling in skins is that the skins then peel economically, taking no potato flesh with them.

Avoid overcooking which needlessly wastes vitamins. Nutrition-wise cooks look out particularly for the small potatoes, not to let them cook as long as the big ones.

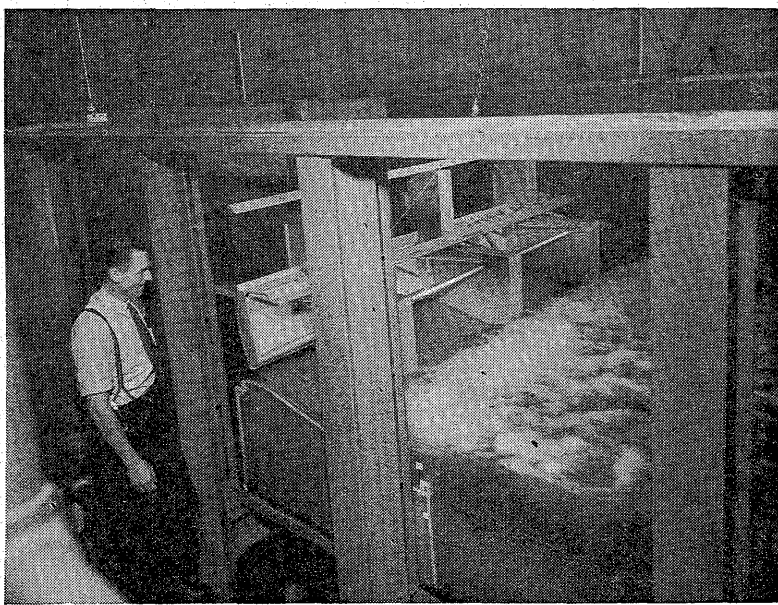
be ruinous to Great Britain and do not hesitate to speak of Russia as our threatening rival and as our enemy in the next war. Have these leaders forgotten that the United States, Great Britain and Russia, together with China and France, are linked together in the Security Council of the United Nations Organization in such ways that the peace of the world depends on these five nations remaining together, in peace as in war, with the common purpose of subordinating all their interests to the cause of peace and justice? Average people who have a sense of moral judgment can perceive the moral consequence of extreme nationalism, and must therefore oppose any decision that would line up the United States against Great Britain or against Russia beyond the chance of compromise and adjustment.

The United States cannot afford to be arrogant. We emerge from the war practically unscarred. In 250,000 families there are the honored dead, and in perhaps 500,000 the seriously wounded. But what sacrifices have the rest of Americans made? They are better fed than ever before, as comfortably clothed, somewhat inconvenienced as to travel and housing; but in the minds of the people of Europe and Asia who have sacrificed all in this war, what have we suffered? It is as true of nations as of individuals, "He that would be great among you, let him be the servant of all."

The third danger is weariness. This generation has grappled with problems of staggering scope because it could not adjust the achievements of a machine civilization to the common needs of people. Most of these problems were complicated by international relationships. As these problems reappear with the close of the war, Americans will be tempted to set their own house in order first and ignore the possibility that while we are building up a precarious prosperity in the United States, we are denying such prosperity or even a sustaining basis of life to Europe, Asia and Africa. As old problems emerge, tired Americans will try to solve the problems of tomorrow by yesterday's wisdom, to unlock the door of the future with the "past's blood-rusted key."

The elements of hope that the younger generation must possess are the forces that make for unity, for generosity, and for continuance in well doing. These forces are political democracy, universal education and religious idealism. At no time in history have the prospects been so good that millions of people who have lived in tyranny shall know the meaning of freedom; that millions who have lived in mental darkness shall have the privilege of education, and

Dam Model Built in Laboratory



Model for a dam to be constructed by the City of Houston, Texas, is being constructed in the University of Minnesota's Hydraulics Laboratory on Hennepin Island in the Mississippi river. Houston engineers are cooperating. The dam will be used in a project to supplement the Houston water supply.

Ask Youths to Study Families

Prizes "for human pedigrees" have been created at the University of Minnesota by the Dight Institute of Human Heredity and will be awarded annually to members of the Junior Minnesota Academy of Science who do the best job of collecting a family history of some inherited trait in their own or some other family. A first prize of \$25 and several of \$10 will be awarded each year according to Dr. Clarence P. Oliver, institute director. First award has just been made to Miss Joan Brick, science student in St. Cloud Technical high school.

The trait traced may be a normal or an abnormal one, Dr. Oliver said. Examples are such matters as albinism, deafness, colorblindness, cancer, diabetes, harelip, twinning, unusual longevity and the like. The family histories will be submitted to the Dight Institute through the Junior Academy of Science.

Winning history by Miss Brick dealt with congenitally missing incisor teeth. These permanent teeth fail to develop in more than two per cent of all persons. In about as many more individuals, the teeth are abnormal in shape and appearance.

The main purpose of the Dight Institute in sponsoring the competition is to acquaint young people with the importance, as well as some of the methods, of studying family histories. "We hope young people will learn that this is an important matter," said Dr. Oliver, both for the purpose of determining the chance they have of developing a hereditary condition and the probability of producing a child with that trait if they marry into another family."

that millions who have known religion only as a cruel or senseless superstition shall know it now as dynamic goodwill. If the younger generation will face the perils of the peace realistically and not run away from them, they will overcome them. They do not even have to be a majority, for their opponents are confused and divided. They must answer divisions by insisting on unity, overcome arrogance with the spirit of world wide service, and shake off weariness by a religious determination to achieve the highest purpose and opportunities of the peace.

Conversion Made Easy
Without interruption of production and with no reduction in manpower, the Chicopee Manufacturing Corporation of Chicopee, Ga., announced yesterday diversion of its full capacity of lumite plastic window screen to peacetime civilian use. During the past three years the company has been producing millions of feet of screening for the armed forces. The only change in the product under the civilian production program is in the color from the Army olive drab to dark green.

To Reconvert Shirt-tails
Men's shirts are being reconverted.

The War Production Board has lifted its ban on long shirt-tails, pleated bosoms and those fancy "french" cuffs that need cuff-links.

WPB also decided to permit the return of more elegant men's pajamas and lounging wear. It removed restrictions against collars, sashes and frogs—a decorative effect around buttonholes.

Gallery Shows Pictures of Famed

The Victors and the Vanquished" is the title of one of two exhibits scheduled for the month of October at the University Gallery. It consists of forty-two original paintings from which recent covers of Time magazine have been made and is loaned by the publishers of Time. The portraits selected are of United Nations dignitaries, military and political, and Axis leaders.

Four artists who have helped to develop Time's distinctive cover style of portraiture are represented—Ernest Hamlin Baker, Boris Artzybasheff, Boris Chaliapin and Guy Rowe. The exhibit was assembled last winter at the request of West Point and since its debut there has been touring the country. In San Francisco it was part of a special United Nations Art Exhibit at the M. H. de Young Memorial Museum.

Because Time's covers always show news-making people (in 22 years there have been only eight exceptions, the most recent one being the X-ed Japanese sun), a collection of the covers constitutes a parade of the history of the last quarter century. For this reason a supplementary exhibit, loaned by Conrad Minnich, is of special interest. Conrad, who is fourteen, has been saving and accumulating Time covers for the last ten years and now has an almost complete file part of which will be on display in conjunction with the exhibit of original paintings. He is the son of Prof. and Mrs. Dwight L. Minnich.

Also on display at the Gallery during October will be an exhibit telling "The Story of Flags."

Name W. L. Nunn To New Position

Creation by the board of regents of a new department of university relations and appointment as its director of William Lee Nunn of Newark, N. J., has been announced by President J. L. Morrill of the University of Minnesota.

The department will have responsibility for the constructive development of university relations and relationships, both on and off the campus, and will seek to coordinate to best advantage such existing agencies as Station KUOM, the Extension division in its public contacts, the farm campus office of publications, the news service, alumni association and other channels of communication.

Mr. Nunn has been released from the navy after service with the rank of lieutenant commander and took up his new duties Sept. 10. During service in the navy he was on leave from duties as professor of economics in the School of Business Administration, University of Newark, N. J. He was stationed in Chicago as labor relations officer of the Ninth Naval district.

Prior to joining the Newark faculty he had taught economics in Oita Commercial College, Oita, Japan, and in the business schools of the University of Pittsburgh and New York University. Among other positions he has been director of commodity distribution, Federal Surplus Relief corporation, 1934-35, and has held con-

'U' to Retrain Service M.D.s

Refresher Program Made Possible by Kellogg Foundation Gift

The University of Minnesota has been established as one of the principal centers for the "refresher" training of physicians who have been in military service to refit them for civilian practice through a gift of \$250,000 from the W. K. Kellogg Foundation to be used in that way over a period of five years.

Dr. Harold S. Diehl, dean of the medical sciences, explained that a great many young physicians went directly into army or navy service from internships or residencies and have never actually engaged in civilian practice. Furthermore, many doctors who have been away from private practice for from three to five years will wish refresher courses to bring them up to date.

The training, said Dean Diehl, will consist of three eight weeks periods or blocks of courses, generously supplemented by work in hospitals with actual patients. Courses will be in the Center for Continuation and at the Medical School. Ancker hospital, St. Paul, will provide most of the hospital service, Dean Diehl said, although lesser programs will be carried out at University and Minneapolis General Hospitals. He envisions also that before the program expires it will be one of the earliest activities in the prospective Mayo Memorial building.

The refresher training will be under the general supervision of Dr. William A. O'Brien, success of whose program of courses in continuation was a principal reason for the large grant to Minnesota.

Among other gifts announced at the July meeting of the Board of Regents was one of \$2,000 from Flour City Ornamental Iron company to be used to aid students in the university's School of Architecture. A collection of 187 rare volumes of Americana, including especially works on the west was received from Mrs. C. C. Webber. They had been assembled by her husband, the late Minneapolis business leader.

Trick Boosts Tomato Yield

Early yields of tomatoes have been more than doubled by the use of a transplanting solution according to L. C. Snyder, extension horticulturist at University Farm. Victory gardeners who want earlier vegetables and increased yields should use a transplanting solution, Snyder said. Such a solution may be used on all vegetables that are transplanted such as head lettuce, celery, cabbage, cauliflower, broccoli, peppers and tomatoes.

An inexpensive transplanting solution can be made at home. For the mixture, dissolve 1 pound of Victory garden fertilizer (4-12-4) in 5 gallons of water. Keep the solution stirred for at least an hour before using.

At transplanting time, make a hole in the ground with a trowel and set the plant in place. Work moist soil around the roots and firm it. Then pour one-half cup of the transplanting solution around the roots; and when it has soaked in, finish filling the hole with loose dirt. Best time to transplant is in late afternoon or on a cloudy day. If the transplanting is done on a bright day, shade the plants with a sheet of newspaper.

sultative and administrative posts with the Federal Surplus Commodities corporation, Works Progress Administration and in agencies of the state of New Jersey and city of Newark. He is author of volumes on economic problems and on China.

Creation of the new department follows studies extending back to 1936 through which the board of regents, the faculty and university administrators have sought to strengthen ties between the university and the people of the state and improve the means whereby the institution is interpreted to its supporters. A report by a special faculty-administrative committee, completed last winter, was the basis of the final action and Lt. Com. Nunn was elected at the June meeting of the board, his appointment to become effective when he was released by the navy.

The new official is a native of Alabama, 43 years old, with degrees from Oglethorpe and Columbia universities.

Analyzes Nation's Problems in V-J Day Talk

Continued from page 1, column 1
world is to turn into living reality the plans that have been formulated. We must remember that peace with justice and freedom is something dynamic, not static. It is not a thing that we get once and for all, wrapped, labeled, and delivered. We have to work for it, put our convictions into it, and by our faith and action keep it alive and functioning. Who can say what gains will balance the losses of this war? But we have within our grasp the genuine achievement of world peace. If we achieve it, surely no one can say that the sufferings of the war have been in vain.

The horrors of total war leave no doubt that world peace is essential to civilization, the foundation of a secure world of tomorrow. People differ about the details of that world, but most of us are looking for certain fundamental things. These include justice, freedom, and security—a life in which men and women may use their minds and efforts for human progress and happiness. In the midst of war Dr. James T. Shotwell spoke for all of us when he said, "If we have the courage to lift our eyes above the agony of the moment, we may see a world in which the forces of applied science and the diffusion of knowledge offer to all men and nations a plane of living, a freedom and richness of spiritual, cultural, and economic attainment that can scarcely be imagined at the present moment."

Courage, vision, and purpose—all are needed. The problem is an old, human problem. How shall civilized people, wanting to live their lives in security and fairness, wanting to worship God in accordance with their own beliefs, wanting a democratic opportunity to contribute to human welfare—how shall these people attain and keep the kind of world that makes these wants realizable?

Philosophers from Plato and Aristotle to St. Thomas and many another have wrestled with the problem of justice. Dreamers and statesmen have tried to solve the problems of peace. We have seen the peace of appeasement, which is bought at the price of injustice and is no peace at all. Today in Berlin and Tokyo we see the ruins of world empire built by force. As we now look to the future, as we now try to keep faith with those who have given their lives for freedom, we must not fail to establish peace with justice, building it, I believe, through world federation based upon consent.

Victory, as the martyr nurse, Edith Cavell, once said of patriotism, is not enough. It must be followed by what Commander Harold Stassen calls an "enduring people's peace." Such a peace is the major challenge of our time, and to such a peace we may well dedicate ourselves in thought and purpose.

Peace, a Setting for Life

But that peace is but the setting of the life that we envisage for the future. In that life we face problems on a thousand other fronts, problems of such variety, magnitude, and complexity that they may prove more challenging than the task, now met, of purging the world of Hitler and his fellow tyrants.

The postwar world of which we have talked so much is here. Its problems are before us. In confronting them, we may take heart as we think of the majestic power and resourcefulness demonstrated by our people in waging war—the force of united effort and purpose, the limitless fertility of imagination of the research soldiers of the unseen front in solving difficult problems, the gallantry and devotion poured out in heaping measure by the citizens of town and country. If America can bring to bear upon peace and its complexities the undefeatable will that it has focused upon victory in war, we shall come out of our agony and into that age of which Dr. Shotwell dreamed.

You and I, as we look toward the future, may list many different problems, but we shall agree, I believe, on some that form a part of the total. These we must face: reconversion for peace, the healing of the wounds of war, facilitating the return of veterans into civilian community life, advancing human knowledge and research in every field, matching in the social sciences and the art of human relations the ingenuity and progress of the natural sciences, conquering disease and the conditions that breed it, improving the application of the democratic principle to government, gaining better comprehension than we now have of the economic forces in the modern

world, advancing understanding both to ourselves and of our neighbors in a world community of neighbors, conserving wisely our natural resources and finding new uses for them, searching for beauty and truth in all the arts, enlarging the place of beauty in the minds of all the people, advancing good citizenship everywhere, and gaining a fuller and more realistic understanding than we have had of our history and our cultural heritage.

Aftermath to Be Long

There is no magic panacea that will solve these and our other problems for us. Let us not deceive ourselves: the war will have a long and painful aftermath; we are not passing through the doors of Utopia. But there are certain forces among free people that can accomplish much in solving such problems and in achieving peace with justice. Among these forces are education, work, courage, and a united will. Professor Quincy Wright defines justice as "the condition necessary for the development of personalities, societies, and laws toward more perfect conformity to the standards of civilization." Toward that condition we shall, in Whitman's phrase, be "moving yet and never stopping" if we reject defeat in peace as we rejected defeat in war. And perhaps, if we throw ourselves into our tasks in the President's spirit of "work, work, work," we shall also, like Whitman, "hear America singing."

Challenges to the University

This university, I know, is facing challenges just as our country and our civilization are facing challenges. They are opportunities to give fresh meaning to the basic aims of this institution—that "men are ennobled by understanding," that we are "dedicated to the advancement of learning and the search for truth," that we are devoted "to the instruction of youth and the welfare of the state." Soon this campus will be crowded with thousands of students seeking the basic values of education. For them let us maintain the university as a living university, a university, of great teachers and scholars whose purpose, in the words of a one time leader of this institution, is "to liberate the human spirit and to direct it in ways that will lead to its own self-development and growth."

Finally, in this time of gratitude and rejoicing, in this time of hope and courage and faith, it is well to remind ourselves that this country and this people of ours have great traditions. We need to know them because we need to understand the common life in its perspective of time and space, with the past always touching the fleeting line of the present. From the first day of this war to the last, President Roosevelt, President Truman and all our leaders have had in their hearts ideals and purposes that glow throughout our history. I think of one figure out of our past whose spirit might well have brooded "above tempest and fray"—a man of freedom whose very name has been anathema to our enemies in this war. His words, old but always new, are part of the litany of freedom and they should be spoken again today: "To do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations"; "that we here highly resolve that these

Minnesotan Lays 1,000 Miles Telegraph Wire

A graduate of the department of electrical engineering, University of Minnesota, who directed the laying of a 1,000-mile telephone line that connected India with the advance bases from which the Ledo Road was being started has recently been home on leave in St. Paul. He is Lt. Col. C. W. Janes of the Army Signal Corps. For his accomplishments in that operation he has received the Legion of Merit decoration.

At home Lt. Col. Janes told of the crew of Yanks, British, Indians, Chinese and even native head-hunters who helped in the vast task. The line went through every imaginable type of country, nearly all of it difficult. He and his men built the first 180 miles of the line from materials they picked up here and there before supplies began coming through regularly from the United States. Lt. Col. Janes entered active service in April, 1940, from the reserve corps, of which he was a member because he had taken ROTC work at Minnesota.



Dean Theodore C. Blegen

dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth."

But the tradition of Americans is a manifold tradition, and one other portion of it I would recall on this day, for above all other traditions it is forward-looking. I speak of the tradition of pioneering, of being unafraid of the new, of having nothing to fear, as our great war president said, but fear itself. That tradition, born in the winning of old frontiers, is alive in America and has been carried across the seas by our soldiers and sailors. With that tradition as a living force, no matter what the difficulties, we face new frontiers confident and unafraid.

Bass Plentiful 'U' Expert Says

Contrary to a widespread opinion that large-mouthed black bass are hard to find and catch in Minnesota, Prof. Samuel C. Eddy, University of Minnesota zoologist and fish specialist declares that the big-mouth is today "the fish least disturbed in this state," coming far down the list in numbers caught, behind the sunfish, crappies, wall-eyed pike, great northern, and, of course the perch and bullhead.

"It isn't because the bass aren't there," says Dr. Eddy, "it's because only three or four percent of fishermen go fishing for bass. Most fishermen haven't the technique for taking bass."

There is fine bass fishing in scores of lakes where people seldom fish for them, he said, stating that he has repeatedly taken fishermen to lakes within a few miles of the Twin Cities and caught fine strings of bass.

In other words, he said, it's not bass scarcity but lack of effort on the part of fishermen that makes the take relatively small.

On the other hand, said he, there is plenty of room for improvement in the small-mouth bass population, toward which the first step is to clear up pollution in the many small, rocky streams that are ideal for this species and in which it was at one time abundant. Although it exists and thrives in many lakes, the small-mouth is partial to running water and it lives near rocks, partly for protection and partly because some of its principal articles of diet, such as crayfish, also favor such a location.

So difficult is it today to get good-sized small-mouth bass, said Dr. Eddy, that when he was producing his book, "Northern Fishes" with Thaddeus Surber, he had to go to Lake of the Woods to get one suitable for a color illustration.

At one time such southern Minnesota streams as the Blue Earth, Cannon and Zumbro rivers abounded in small mouth, and Dr. Eddy is determined that they shall again.

School Executives Confer on Campus

A committee of the Minnesota Council of School Executives met recently with the University of Minnesota committee on relations with other institutions of learning at the request of Dean R. R. Shumway. Problems relating to acceptance of students into the university with varying abilities and patterns of subject matter were discussed. The school executives committee was composed of Morris Bye, Phil Fjelstad, S. R. Knutson, Ralph Reeder, L. E. Wermager and Paul Wilson.

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University of Minnesota, Minneapolis—14

Fact and Fancy

By T. E. Steward

Just how "public" is the University of Minnesota?

Of course I don't mean to ask how much public control there is, for public control is complete through a Board of Regents that represents the public; nor do I mean to ask how public the university is with respect to admission, for anyone who meets the specified entrance requirements may, presumably, enter.

I refer, rather, to the "publicness" of meetings on the university campus. This question has arisen, in no very acute form to be sure, with respect to certain parts of the meetings of the Board of Regents, with respect to the University Senate, and with respect to certain meetings in the Center for Continuation Study.

The last can be answered first and most easily, for courses in the Center are university classes, where admission requirements have been met and fees paid, where, obviously, they are not open to others than the class members, except by special invitation.

When I was asked why meetings of the University Senate should not be considered open I replied that they were not open, that it seemed proper to me that they should not be open, but that exactly why this was so was something I could not state. Then I asked several members of the faculty, and this is the reply I got. They said that the University Senate has a specified membership, comprising deans, professors and associate professors. By implication, faculty members below those ranks are not members of the Senate and so they do not attend its meetings and never have. Wherefore, said they, if instructors and assistant professors may not attend meetings of the Senate, it is a plain deduction that members of the general public may not attend. That reasoning, while possibly not perfect, is good enough for me.

Of course, there is another reason why Senate meetings should be private. That is that it is a body before which many unresolved questions of internal policy come up for discussion, and that discussion will be full and free only if it can be conducted privately. Many points well worth making would simply not be made if the meetings were open to anyone who wanted to attend.

Those who maintain that no part of the meetings of the Board of Regents should be executive seem to me to have simply no case at all. The Board of Regents in the process of governing the affairs of the university has to deal with many matters that can be reported to the public only when they are consummated. Think how unfair it would be, for example, if three or more men were being considered for an important position and all that was said about them, all the questions asked, were publicly reported. Granted that academic people are somewhat more sensitive to publicity than most others, a dean at, say, the University of Missouri, who was talked over for a post at Minnesota but rejected, would certainly feel humiliated if the proceedings were public; and if such a thing went far enough it would have a serious effect on faculty recruitment. Good men would stop applying or allowing themselves to be considered by the University of Minnesota.

Take another example of the sort of thing that must be considered in executive session. Suppose the Regents had their eye on a piece of property that they wished to purchase. Would they be doing their duty to the state and its taxpayers if they deliberately made their plans public, forced up the price and added to the costs of operation? It would hardly seem that anyone sage enough to be considered for appointment to the Board of Regents would consider acting in that way. Actually there

Frank McCormick Wins Army Honor In Paris Ceremony

Planning and execution of the most ambitious athletic program in history has won the Legion of Merit for Lieutenant Colonel Frank G. McCormick, University of Minnesota director of athletics, chief of the Army's athletic program in Europe.

The medal was presented by Major General Ben Sawbridge, Chief of Special Services, in a ceremony in Paris recently.

"Lt. Col. McCormick," the citation read, "laid the groundwork for the most ambitious athletic program ever planned, and was so successful that VE-day found the program in most of its phases either already in operation or set to function. The anticipated success of this athletic schedule during the redeployment program will be due mainly to the industry and courage of Lt. Col. McCormick, who, undaunted by the immensity of his task, saw the planning through to its successful completion and to the smooth inauguration of his personally projected program when the firing ceased."

A graduate of the University of South Dakota, and a veteran of the last war, Col. McCormick has long been active in Big Ten athletics. His wife, Leila, lives at 221 W. Elmwood Place, Minneapolis.

are scores of matters that must be considered executively, matters that are in embryo and may never see the light of day, matters with delicate personal angles involving individuals, matters of policy that must be resolved and which might easily get before the public in one way during early consideration when as a matter of fact they would finally be decided in just the opposite way.

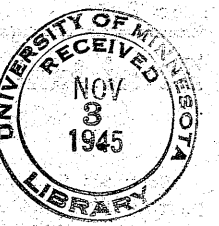
There has never been any question of public attendance at classes. Strictly interpreted, I believe, a student who wishes to bring a visitor to the class is supposed to have the instructor's permission. In large classes this is difficult to enforce, assuming any enforcement is necessary, but it is against all rules for persons not registered in a class to attend it. How could the University set up entrance requirements and specify fees for undergraduate and graduate students, which must be met and paid, and then say that Tom, Joe or Helen could go and sit in the classroom merely because it struck his or her fancy? No, those who wish to attend classes know how to get there—they must meet the entrance requirements and pay the fees.

It's an interesting fact that in many of the university's colleges those who do meet the entrance requirements and do pay the fees do not have to attend the classes they have paid for unless they wish to. Of course they must give evidence of having mastered the work before they can get credit for it, and in most courses, especially in the professional schools, the examinations can't possibly be passed unless the student has attended. I guess the professional schools expect their students to be there anyway. I'm not criticizing the non-attendance rule. It has noble university antecedents in many of the world's finest university systems. The main criticism I have heard of it is that if a student should drown himself or get in an airplane and fly to Otataki (if there isn't such a place, I have invented it) and if then his mother wrote in and asked "How is John doing in English-99-w?" the university would have nothing to say except, "John? Why, hasn't he been going to English-99-w?" This would, obviously, have a tendency to encarnadine the mush.

Caused 100 Tons Soil Erosion

Average American reaching 70 consumed during his lifetime 150 head of cattle, 225 lambs, 26 sheep, 310 swine, 2,400 chickens, 26 acres of grain, 50 acres of fruits and vegetables.

MINNESOTA CHATS



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'U' Head Says Education Is 'Adventure'

Urges Students Recognize Responsibility to State for Help They Receive

"As one freshman to another" was the subject of President J. L. Morrill of the University of Minnesota Oct. 4 as he addressed the student body for the first time in the annual opening convocation. Statistics of registration showed it was a student body 26 per cent greater than that in attendance at the corresponding time the year before.

New students met in the quadrangle behind the Museum of Natural History and marched in columns of four, following the band to Northrop Memorial Auditorium at 11:30 a. m. Faculty in academic costume gathered on the steps of the Library and marched to the auditorium, following the students.

Dr. Morrill's address was as follows:

Members of the Faculty, young ladies and gentlemen of the student body, and friends:

Like all freshmen, as a newcomer to the campus, I am conscious this morning that, in the presence of this learned faculty and of your older fellow-students, a proper humility is the appropriate attitude.

It seemed to me, therefore, that both of us might be a little more comfortable if I were just to speak to you this first time "as one freshman to another." We are both a bit overwhelmed, I surmise, by a sense of strangeness, of so much to learn and to do, of becoming a part of something vastly great and challenging. We are eager to deserve and realize our opportunity—but a little uncertain, as yet, about just how to go about doing so.

The first problem for many of you has been the necessitous one of simply finding a satisfactory place to live. The presence on the campus this fall of adequate new dormitories, I recognize, would be vastly more exciting to the student body than the mere advent of a new president with whom the students have slight contact at best.

Unhappily, let me say, the president of any large university sees his students too seldom and knows them too little, for his own understanding and inspiration. But he does see them on perhaps the two most important occasions of all—when they come, at this Opening Convocation; and when they go away, on Commencement Day. In between those times it is the faculty who properly give meaning and significance to your college experience.

The presidency of the University, insofar as students are concerned, it could be, has meaning only in the sense of Euclid's definition of a geometrical point: that which hath position but no magnitude!

There used to be a song, popular before you were born, entitled "You're as Welcome as the Flowers in May." But here, in this northern country of late springs and early falls, I am told that flowers in May are not plentiful, and that it is the more sturdy frost-resistant blossoms of October that we cherish.

Autumn, indeed, is really the springtime of the University. In one sense, our campus seasons are reversed. It is autumn which brings the great annual renewal of the University's life—just as the earth is renewed and enriched each spring. It is autumn that brings the freshmen and makes the University green! You're as welcome as the flowers in October!

Those who remain on any campus year after year—the faculty and staff—have the sense of marching with quickened step each autumn in an always onward-moving procession.

Here are some 2,732 of you new students just falling into line. About a month ago, it was my privilege on this same platform to hand their diplomas to the graduates of the Summer Session, de-

University Tests Veterans for Government



The young man shown above is Walter Derhaag of St. Bonifacius, a village near Mound, Minnesota, where he plans to return and set up business as a stone mason. Eight months in the marines, Walter has been out for several months and is partially disabled. Interviewing him is Dr. Herdis Deabler, one of seven counsellors working under the University of Minnesota Counseling Bureau, which has taken on the job of counseling disabled veterans at the request of the Veterans Administration under contract with the university.

The men counseled need not be aiming at attending the university and in fact only about one-fourth of them plan to attend any college. Some wish to go to trade schools and others seek on-the-job training in industry. A considerable number plan to establish businesses of their own and, of course, some will go into farming.

No matter what a man's goal is, the counsellors put him through a comprehensive series of tests running three days, intended to help him get into a calling suitable to his wishes, interests and abilities. About ten men a day are started on the tests, according to Wm. W. Mills, who is in charge of the group. The tests include one on general interests, others on learning ability, mechanical aptitude, musical and artistic ability, achievement tests in certain subjects indicated by the man's interests and the like. There is also a thorough interview in which the veterans background, family, work history, army or navy experiences and physical disabilities are gone into.

For men who plan to go into farming the government furnishes advisers who call at the farm and give him first hand instruction in farm operations. These advisers may be county agents or special counsellors.

All of the men now being tested are in the vocational rehabilitation group, which is to say, men with some considerable degree of war-incurred physical disability. The project is housed in the old Minnesota College building at Delaware and Harvard streets.

Support for Sound Research Program Vital Factor in University Picture

Famous University of Minnesota Surgeon States the Case in Sigma Xi Address

"The graduate student and research" was the subject of the annual presidential address last June before the Minnesota Chapter of Sigma Xi, honor society in the sciences, on the occasion of the admission of newly elected members. It was delivered by Dr. Owen H. Wangensteen, head of the department of surgery in the Medical School, University of Minnesota. Dr. Wangensteen analyzed the theory and gave some of the history of research, showed the importance of the Graduate School and its research function to a university and surveyed the support of scientific research in the University of Minnesota and the need for expanding such support. Winner of many laurels in surgical research, Dr. Wangensteen is notably qualified to discuss this question.

His address follows:

This occasion, upon which we meet to honor the men and women who have manifested an interest in scholarship and scientific research, and whose labors have attracted the notice of their teachers and fellow workers in science, is an important annual University event. For you men and women represent the promise of the future. Advances in knowledge are dependent upon the anxiety of persons like you to contribute to the patrimony of knowledge.

The primary motive that impels undergraduates to become gradu-

ate students in most instances, undoubtedly, is a desire or thirst for more learning and instruction in a field that appeals to the student. In brief, the student desires to become a specialist of sorts. In this quest the earnest student soon learns how true was Oliver Wendell Holmes' characterization of science, when he said: "Science is the topography of ignorance." The zealous graduate student recognizes early his obligation to contribute to the reservoir of knowledge from which he has been ladling out to himself generous portions of information.

Students who fail to get beyond the spoon-feeding phase remain in the nursery stage of development and never attain mature growth. The student with a good appetite for knowledge soon learns that the occasional feeding by his teacher does not appease his hunger. He learns how to feed himself. Moreover, the earnest student's conflict with unsettled problems drives him on and soon he is consumed with a desire to try to add a few tid-bits to the stores upon which he has been drawing so generously in his formative years. In the beginning, he probably sallies forth in the spirit of adventure like a boy starting out on a bright spring morning for an outing in the country. It is only a diversionary amusement for a day, and then back to the old routine. But the attractions of research frequently prove far more fascinating than the student had dreamed; he will stay another day to enjoy the promising prospects of the outing. Days and weeks go

State Music Teachers Here

Scores of Minnesota communities will be represented this weekend when the Minnesota Music Teachers Association conducts its 44th annual convention in the Music building on the University of Minnesota campus.

Feature of the convention will be a "ten piano ensemble program" in which more than 100 players ranging in age from 11 to 21 years and coming from towns in all parts of the state, will take part. This will be the closing number of the program, Monday, Oct. 29, at 8:15 p. m.

The Sunday afternoon program that will open the convention will comprise a piano recital by Louis Crowder, head of the department of piano, Northwestern University, and a violin and piano recital by Louis Krasner of the faculty of Macalester college and Ernst Krenek, dean of fine arts, Hamline university.

Carl A. Jensen, chairman of the music department at Macalester, is president of the association. Prof. Paul M. Oberg, head of music at the University of Minnesota is program chairman.

by and when the student returns from his adventure, his outlook on life has changed. What he undertook as momentary recreation has now become an absorbing interest of his life.

If any of you recognize within yourself some of these symptoms, you have caught the contagion of a highly infectious disease. It is an ailment, however, that most of its victims enjoy even though they may not talk much about it, as many are prone to do of their physical ailments. This new-found pleasure gives to life a zest and flavor that only those who have tasted it can appreciate. For them, research must be a constituent of the daily diet without which life seems dull and drab.

What Is Research?

Research probably connotes various things to people in different walks of life. In the main, however, it can truthfully be said, the American public does not need to be convinced of the importance of research. On every hand, we see what patient fact-finding has done to improve our every day existence. The pauper of today enjoys luxuries denied kings of less than half a century ago, largely because of contributions of science to the conveniences of life, which most of us are quick to regard as the necessities of life.

A pragmatist, somewhat skepti-

'U' Big Again; New Programs Being Started

Overall Gain in Enrollment Reported by Carlson as 28 Percent

AREA STUDIES SET

Veterans Who Enroll Late to Be Served in Special Courses

A "final figure" enrollment increase of 28 per cent, bringing the student body to 11,396, the establishment of special "half-quarter" courses for veterans who enroll late as freshmen and creation of a new program of studies in world areas, suggested by the Army's foreign area and language program, are among current features of interest at the University of Minnesota.

With graduate school enrollment completed at a figure of 799, final University of Minnesota registration figures were announced today as 11,396 by Dr. William S. Carlson, director of admissions. He said this represented an increase of 2,479 students or 23 per cent over the same period in the fall of 1944. In the total 4,215 men represented a gain of 55 per cent and 7,181 women a gain of 16 per cent. The student body was divided between 6,797 members of the two lower classes and 4,708 upper-classmen. Dr. Carlson said 2,734 students entered the university as freshmen and 1,074 entered with advanced standing, gains of 20 and 34 per cent respectively.

New Plan Aids Vets
Special teaching schedules provided so that veterans who reach the University of Minnesota campus too late to enroll for a full quarter's work may begin study at once have been arranged under a plan suggested by President J. L. Morrill and announced by Dr. William S. Carlson, director of admissions.

At the middle of the fall quarter, in November, special classes will be set up for freshmen in six or eight subjects in which they will attend two hours a day, six days a week, to complete in half the eleven weeks period a full quarter's work.

Students arriving before the "half quarter" courses are opened may enroll in a reading course in a single subject to avoid waiting in idleness. Credits gained in any of the special subjects will be acceptable in all colleges, Carlson said.

Subjects to be taught include English, algebra, fundamentals of mathematics and selected subjects in the social and natural sciences. These courses will be open only to veterans and a minimum enrollment of 15 members per class has been set.

Dr. Carlson also called attention to the fact that a veteran need not be a high school graduate to enter as a freshman. For many years the University of Minnesota has admitted non-high school graduates who satisfactorily passed a group of admission tests, which includes college ability and vocabulary tests.

"No veteran who has applied for admission to the university has as yet been refused, whether a high school graduate or not," he said.

President Morrill also has expressed approval of establishment of other experimental courses at mid-quarter by colleges that can do this for veterans without asking additional support.

To supervise the new half-quarter courses, President Morrill named a committee headed by Carlson with Russell M. Cooper, assistant dean of the Arts college.

Area Studies Set Up
Stimulated by the many "foreign area and language" courses given army trainees at the University and elsewhere the University of Minnesota, in its College of Science, Literature and the Arts, is going to apply the general pattern of those courses to a new group of "Programs in foreign area studies" that will group courses in such a way as to give the student a cohesive understand-

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Continued on page 3, column 4

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President Morrill Bids Freshmen Seek Adventure in Education

Continued from page 1, column 1
parting from us to march on out into their work in the world. That would have been a disheartening experience for us who bade them goodbye except that you were coming to take their places—to keep moving the march and the mission of the University, which is learning.

Character and Competence Count

What I am trying to say, first of all, is that in coming to this great university we come into a very human community in which the values of character and competence—and of comradeship—will count for most. That is what you have hoped, I am sure. That is what your parents want to be sure of, I am certain. Despite the seeming cold austerity of great buildings and the necessary impersonality of registration procedures, this is no "institution" in a lifeless sense, no "knowledge factory" into which you are being swallowed up to lose your identity.

We think of you as adding something new and something fine, we may hope, to this procession of University life. Maybe, during Freshman Week, you have been tested a good deal and have found it tedious. Maybe you have been assigned to advisers and have wondered what that meant. It has meant, not that the University regards you as a disembodied mind, come to college, simply to be classified in some file, or to become merely a name in some professor's grade book. It is precisely the scientific discovery and development of your identity in which the University is interested. Our Freshman Week procedures, in fact, are a very sincere and sympathetic outreach to know who and what you are, to find you, and to help you find yourself. For we remember that one lost in a crowd is lost to himself, and the University doesn't want you to be lost.

There has been much humanitarian concern in recent years, and rightly, for the welfare of the "common man." But it is the "uncommon" man or woman with whose discovery and development colleges and universities are uniquely concerned. That is the glory of education: that it frees and speeds the capacities of individuals, each at his own level. "True education," Felix Schelling said, "makes for inequality; the inequality of success; the glorious inequality of talent and genius. For inequality, not mediocrity—individual superiority, not standardization—is the measure of the progress of the world."

If this should seem to you undemocratic, then you have misconceived the inner nature of both democracy and universities. The organization of democratic society and the processes of university education are necessarily somewhat standardized, so as to give equal opportunity to all. But both are aimed at freedom which, unlike regimentation, is meant to yield a variety of products and results.

"The training of the brain is like sharpening a knife," former President Ray Lyman Wilbur of Stanford, has said. "If the material is good, we can sharpen it without any knowledge of what it is going to cut. Our training is to prepare it to cut right. We cannot change the quality of the steel, but we can give an edge appropriate to the quality of the steel so that it will do its best work."

Inherit Great Tradition

It is the invigorating sense of individual opportunity and of intellectual freedom, each of us to think and be and do his own best, that must grip our imagination as we are admitted to the freshman fellowship of this great university. For here we are the inheritors of a great tradition—the ageless tradition of universities that reaches back through the centuries, through Oxford and Cambridge, Bonn and Berlin, Oslo and Upsala, to medieval times—to the student guilds at Salerno and Bologna, to Abelard and his golden glory.

Look upward over your shoulder as you leave the front steps of this building, and read that the University of Minnesota, of which you and I are now a part, was "founded in the faith that men are ennobled by understanding, dedicated to the advancement of learning and the search for truth."

Think of your teachers, the scholars and scientists of this University, as the first president of Johns Hopkins University thought of the distinguished faculty he had mustered to give new dignity and meaning to academic leadership in the America of his day:

"No love of ease, no dread of labor, no fear of consequences, no desire of wealth will divert a band of well-chosen professors from uniting their forces in the prosecution of study," President Gilman said. "... To the claims of duty, to the responsibilities of (their) station, to the voices of enlightened conscience such men respond; and they throw their hearts into their work with as much devotion, and as little selfishness, as it is possible for human nature to exhibit. By their labors knowledge has been accumulated, intellectual capital has been acquired. . . .

"This is what laboratories, museums, and libraries signify. Nothing is foreign to their purpose, and those who work in them are animated by the firm belief that the advancement of knowledge in any direction contributes to the welfare of mankind."

And that is what the late, great President Lotus D. Coffman of this University, ablest spokesman of the American state university in his day, meant when he said that, "the state university holds there is no intellectual service too undignified for it to perform," adding that such universities maintain that every time they lift the intellectual level of any class or group they thereby enhance the intellectual opportunities of every class or group. That was his bolder and broader interpretation of the democratic challenge in higher education.

All this we freshmen shall come better to understand as we come to know our university better, and as we come to play a larger part, each in his own way, in its upbuilding and ongoing.

Today, as we begin our University of Minnesota careers, we are perhaps more emotional than intellectual about what is ahead. Let me explain:

What Is Your Objective

If you were asked to write out a one-sentence answer to the question: "Why have you come to the University?"—nine out of ten would write: "To get an education."

Well, of course that is true—but the answer is a little too obvious. It's what you think the professors and your parents would want you to say. Of course you are here to get an education—but the real thrill of this moment of your life is something more than that. I think the thing that really grips you is something you'd find it hard to put into words.

You are expecting an experience, and the exciting thing about it is that you don't know quite what to expect. You are at the threshold of adventure—and what a glorious feeling that is!

Don't let anybody or anything rob you of that feeling. It is an axiom, of course, that "big moments" can't last forever. Then let us value them the more and there is no reason in the world why you should be either disillusioned or disappointed.

For there does stretch out before you a whole range of new and thrilling experience. All you need is the serious purpose to enjoy and make use of it—for in college, as in other ways of life, we take out about in proportion as we are able and willing to put in. Education is adventure in itself. If it lacks this flavor for you, you will go out of this University (possibly by request) as you came in, a stranger still in the Country of the Mind.

Some people, it may be, are impervious to education. Will Rogers once wrote in his newspaper column during the famous anti-evolution-teaching trial in Tennessee, that "you can't educate a hard-shell Baptist, because if you get him educated he ain't a hard-shell Baptist any more." He might have said the same of some of us Presbyterians or Methodists—or college students. Let's be humble, and try—at least—to learn.

I remember hearing an exasperated parent declare that it never occurs to a youngster of 18 that some day he will be as dumb as his father. Let's be patient with our parents and with the professors, too—maybe they've got something; and besides, we may be parents or professors ourselves some day!

And remember this: our university freedom begins, in one sense, with the freshman. For some of you this first taste of freedom will be the hardest test you must pass—especially for those who have been coaxed and coddled as children by their parents and teachers; told always what to do, and then made to do it. No one is compelled by law, as in the lower

schools, to attend the University; no one will make you get your lessons, and there is no truant officer here.

Maturity of Purpose Assumed

The University assumes that only those have come who have some maturity of purpose in coming. Education I have heard defined as growth in the ability to choose wisely. That kind of education the University will give you the chance to get. It will give you the freedom to make choices—and to make mistakes, with the penalty of those mistakes. The University will treat you as a grown-up in the effort to help you grow up. How otherwise can we learn responsibility, except as we are held responsible? That will be adventure, too—with some of the perils of adventure.

Remember, too, I beg you, the hopeful expectations of your mothers and fathers and the family at home. This may be an exciting moment for you. For them it is a very proud and anxious one. Many of your families are making real sacrifices, and making them gladly, that you may be here today. Your success will mean everything to them, and they deserve it at your hands.

In these remarks I have said nothing of the great war, fought through to victory on two continents, ended more speedily than first hoped by the work of our own University scientists on the atomic bomb. I have not been forgetful of the suffering and sacrifice required and nobly given, or the new obligations upon humanity they impose.

For nearly four years, indeed, this University—under President Coffey's firm leadership, supported by the patriotic purpose of the Regents and the single-minded loyalty and service of the faculty and staff—has been geared to do its part in war research and training.

But beyond the short-range task of waging war is the long-range one of waging peace. And now, on that new front, the ultimate enemy is still the ancient enemy with which only education can contend: the enemy of ignorance and ill-will among men.

Education has been both a weapon, and an issue, in this war. So it will be in the hard fight for peace—summoning every resource of scholarship and science and generous concern for humanity. So, too, universities will be more than ever required for the ennobling of men by understanding.

The presence of veterans in this freshman class, with many more to come, must have a sobering effect upon the rest of us. Youth we used to regard as somewhat irresponsible, but these young men have looked death in the face that we might live, they have guided bombers to terrible targets, they have fought in foxholes and on the seven seas. They have assumed and carried burdens out of all proportion to their years. They bring us an example of maturity and purpose that must mock any careless irresponsibility among us.

War means an incredible expenditure of money. This money is spent for the sheer survival of the nation. It will require generations to pay the cost. The public economy of states and local governments will be strained to share in the burden. Schools and the state university, for example, will come under sharper public scrutiny.

Responsibility to State

It may seem a strange idea to you, but I ask you, as University students, to recognize your responsibility to the State of Minnesota. Your performance here is a matter of public concern. For every dollar of fees you pay, the state must add many more to provide the facilities and instruction of your college course. It is not far-fetched to say that any of us who fails to meet his university responsibilities must plead guilty, not only to the waste of his own opportunities, but also to the waste of critically needed public funds.

But there is a happier, and historically a more hopeful way of expressing this same thought. Those who laid the early foundations of this republic believed educational opportunity for all to be the very cornerstone of the democracy they strove to build. Written into the Ordinance of 1787 for the Northwest Territory in which Minnesota was the last state organized, was the mandate that "schools and the means of education shall forever be encouraged."

The seeds of that mandate did not die. The people of Minnesota have said, and have taxed themselves to say it, that you shall have educational opportunity—and here it is.

Their generous faith and works

Tech' Alumnus To Get Medal

Dr. Francis C. Frary, director of research of Aluminum Company of America, a former Minneapolis resident, will receive the Perkin medal for his outstanding work in the field of industrial research, it was announced in New York city.

Dr. Frary, 61, was born in Minneapolis, received his preliminary education here and was graduated from University of Minnesota in 1905 with a B.S. degree in analytical chemistry.

The Perkin medal will be presented to him Jan. 11 at Hotel Commodore, New York, at a dinner meeting of the American Section of the Society of Chemical Industry.

He taught at University of Minnesota until 1915, after he was granted a doctor's degree at the same school in 1912. He joined the army during World War I and was a major in the chemical warfare service at the close of the war.

Among other achievements for which graduates of the Institute of Technology, University of Minnesota, have won fame are the inventions of the electric iron and the electric light bulb frosted inside.

Montonna Made Aide to Dean Blegen

Appointment of Dr. Ralph E. Montonna, professor of chemical engineering, to be assistant dean of the Graduate School has been approved by the Board of Regents on recommendation of Dean T. C. Blegen and President Morrill. He will assist Dean Blegen in the rapidly expanding activities of graduate work which in recent years has involved increasing amounts of scientific research. Dr. Montonna is now director of the Minnesota Institute of Research, created a year ago, and will retain that position. A graduate of Syracuse and Yale, he has been teaching chemical engineering at Minnesota since 1924.

Stefan Samuel Warschawski, recently in government service on leave from Washington university, St. Louis, was appointed professor of mathematics and mechanics in the Institute of Technology and has come to the campus. The vacancy was created by the appointment of Prof. Lorenz G. Straub to be head of civil engineering. A native of Lida, Russia, Prof. Warschawski was educated in European universities and in this country has taught at Columbia, Cornell, Brown, and other universities. His present war work is in the field of applied mathematics.

Form New Department

Creation in the College of Science, Literature and the Arts of a new department, linguistics and comparative philology, was approved by the board on recommendation of Dean T. R. McConnell. Head of the department will be Dr. Konstantin Reichardt, now a member of the teaching staff. He will direct the courses and teach some of them and will call on members of other language departments for other courses. There has been no department of comparative philology at Minnesota since the retirement more than ten years ago of Dr. Frederick Klaeber.

over the years have sprung from two purposes and beliefs. The first is that every child and youth is entitled to the fullest development of the best intelligence and capacity that is in him or her. The second is that the individual thus educated is an asset to his community and a source of strength to society.

It is only, therefore, by becoming your best here; only by making your best contribution—personally and professionally—to the community into which you will go when you go from here—only in these ways can you meet the justifiable expectations of the people of Minnesota and of their servants, the teachers in this University.

Share with me, as freshmen together, that lift of the spirit that comes with initiation into a new and larger loyalty: the summons of allegiance to the University of Minnesota. The things that command our loyalties are one measure of the kind of people we are. The things we belong to are more important than the things that belong to us.

As one freshman to another, I bid you welcome as we take our new places together in the great procession of those gone, now here, and yet to come—the pro-

Offer Veterans Special Courses

Special teaching schedules to make it possible for veterans who reach the University of Minnesota campus too late to enroll for a full quarter's work to begin study at once nevertheless, were announced today by Dr. William S. Carlson, director of admissions. The plan has been developed at the suggestion of President J. L. Morrill.

At the middle of the fall quarter, in November, special classes will be set up for freshmen in six or eight subjects in which they will attend two hours a day, six days a week, to complete in half the eleven weeks period a full quarter's work.

Students arriving before the "half quarter" courses are opened may enroll in a reading course in a single subject to avoid waiting in idleness. Credits gained in any of the special subjects will be acceptable in all colleges, Carlson said.

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Dr. Carlson also called attention to the fact that a veteran need not be a high school graduate to enter as a freshman. For many years the University of Minnesota has admitted non-high school graduates who satisfactorily passed a group of admission tests, which includes college ability and vocabulary tests.

"No veteran who has applied for admission to the university has as yet been refused, whether a high school graduate or not," he said.

President Morrill also has expressed approval of establishment of other experimental courses at mid-quarter by colleges that can do this for veterans without asking additional support.

To supervise the new half-quarter courses, President Morrill named a committee headed by Carlson with Russell M. Cooper, arts college; Elmer W. Johnson, engineering; Henry Schmitz, Agriculture, Forestry, and Home Economics; Horace Morse, General College, and Edmund G. Williamson, dean of students.

Carleton Head Cites College Teaching Role

Small, liberal arts colleges were urged to return to their true role of real liberal education rather than to continue aping the specialization of the big universities by Dr. Lawrence McKinley Gould as he was inaugurated as fourth president of Carleton college, Northfield, a Minneapolis newspaper reported.

In accepting the office, as successor to Dr. Donald Cowling, Dr. Gould asserted that "liberal education and democracy are part of the same idea." He asserted that the small colleges of the country have been imitating the large universities for too long a time and should return to their real role of broad, general education.

Dr. Gould, second in command of the Byrd Antarctic expedition of 1928-29, has been professor of geology at Carleton since 1932. He is 49 years old. He was educated at the University of Michigan and taught there until he was appointed a Carleton professor.

In his inaugural address, Dr. Gould stressed the international aspects of scientific research and advance.

"We are stupid, indeed, if we think we can build a wall around the atomic bomb," he said. "Nothing is more ridiculous than to suppose we can build walls around scientific principles."

Dr. Gould indicated that he believes quite a few changes should be made in what he termed the "hodge podge" curricula of small colleges. The elective system, he pointed out, frequently fails to give students the studies they need and should have.

For about a year after the war broke out, Dr. Gould was stationed on the University of Minnesota campus as civilian head of the arctic section of the army's tropic and arctic information service. Later this section was transferred to New York.

session that is the life of the University, serving the State. May it lead us to the fullest and finest fruition of all the high expectations of this hour!

Asks Support For Research At University

Continued from page 1, column 4

cal of the value of research, may tell you that it consists in proving the obvious in a most thorough manner by laborious means. Another may tell you, as the name implies, it means looking again very carefully. The husband complains that he can not locate his dressing gown. The wife, schooled in the importance of method, goes to the closet and without apparent effort finds readily what had thrown husband into confusion. Research is that simple, they will tell you. All you need is method and time to do it. Others may tell you that a researcher is a person who does not know what he is looking for but is not happy till he finds it.

I have the impression that there may be some truth in all these suggestions. The most fundamental requisite of a research project is an idea. A disciplined imagination is at the bottom of every great discovery. The person professing to want to do some research must be looking for something. He may not know exactly what he is looking for, but he is conversant enough with the situation under scrutiny to recognize that the problem is unsolved and demands an answer. A person with an idea possessing also a capacity for critical analysis, affords real promise of the solution of a problem. If, in addition, he is master of a method or technique by which the problem can be approached, the situation is even more promising. Not uncommonly, however, these two abilities are not associated. That is, persons with ideas lack intimate knowledge of methods, tools, or techniques by which to undertake the solution of a problem. And frequently, too, persons who have an intimate acquaintance or mastery of techniques are devoid of ideas. Obviously, therefore, for the successful prosecution of research, a combination of talents frequently is necessary in which a fusion of effort with others gives an accelerated momentum to the project. No one was ever great by imitation.

The touchstone of the scientific method is the universal validity of its results. It establishes a finality of proof and agreement which puts aside all speculative rationalization. Such is the superiority of the experimental method over logic. John Hunter, who introduced the scientific method of collecting and classifying facts in surgery, said to his pupil Edward Jenner of smallpox vaccination fame: "Don't think, try the experiment!"

Co-operative Research

The war has indicated in a convincing manner what can be done through the agency of co-operative research. A certain thing needs to be done. But how to do it? The best minds and the best available talent having an interest and acquaintance with the problem under scrutiny are brought together. Ideas and methods are pooled; barriers are broken down; the impetus of many hands, facilities and liberal support under wise guidance with frequent discussions lend assurance that real progress will be made. Employing this principle of operation, this country mobilized effectively for war on a gigantic nation-wide scale that permeated into every activity of life with almost incredible results. There probably comes a time in many important researches progressing at a snail-like pace, when this principle of co-operative effort will advance considerably the ultimate solution of the problem.

This circumstance suggests that in many problems there are facets known only to certain persons, and that, if an over-all picture could be put together by a fusion of knowledge of the subject, or of knowledge of methods by which an answer to the problem can be arrived at, the final solution of the problem may be quickened by years or decades. Undoubtedly, there are such isolated facts buried in the scientific catacombs of our libraries, which facts if known to the person who should be in possession of that knowledge, would save endless labor and supply the information necessary for the solution of the problem. Scientific workers would do well to implement means to guard against failure in their researches from this lack of perspective. At the same time, it must be confessed there are pressing problems not amenable to solution by such synthesis—problems which must await the penetrating clair-

Dental Grads Have Program

A "homecoming" program for graduates of the University of Minnesota School of Dentistry was held in the Medical Sciences building at 9:30 a. m. Oct. 19 when Dr. Harold C. Wittich gave an illustrated lecture on children's dentistry as applied to general practice. Dr. Joseph T. Cohen, associate professor of pediatrics continued the discussion. Theodore C. Blegen, dean of the Graduate School, and Former-President Guy Stanton Ford were guests of the school at a luncheon in Coffman Memorial Union. Later Dr. Wallace D. Armstrong spoke on the application of fluorine therapy in dentistry, and Dr. Raymond N. Bieter discussed application of sulphur drugs and penicillin in dentistry.

voyance of methods yet not available or the discerning dreams of a Joseph or a Daniel to resolve the mystery which blocks their solution. Study, discussions, and integration of related talents and knowledge help to expedite such synthesis of information, but when essential facts are missing the research can inch forward only as that knowledge becomes available.

The Great Importance of a New Fact

A new fact can change the whole complexion of a problem. How very true and how plodding a process the discovery of a single new fact can be! How many papers and books would never be published if the test of their containing a single new fact had to be met! This effort, like a lot of others, would wither under such a critical examination and never see the light of day. Little wonder that a new fact is a priceless possession and that we immortalize the names of men who have added a single important fact to knowledge. The pedantry of authority must give way before the testimony of a new fact. Does it not strike you as odd that our textbooks of today, though perhaps more numerous, in the main, are not much larger in a given well-established field than they were at the beginning of the century? The deletion of barnacles, the correction of mistruths, and repeated errors, copied out of other textbooks in the compilation, and the very paucity of established new facts limit the size of our textbooks of instruction.

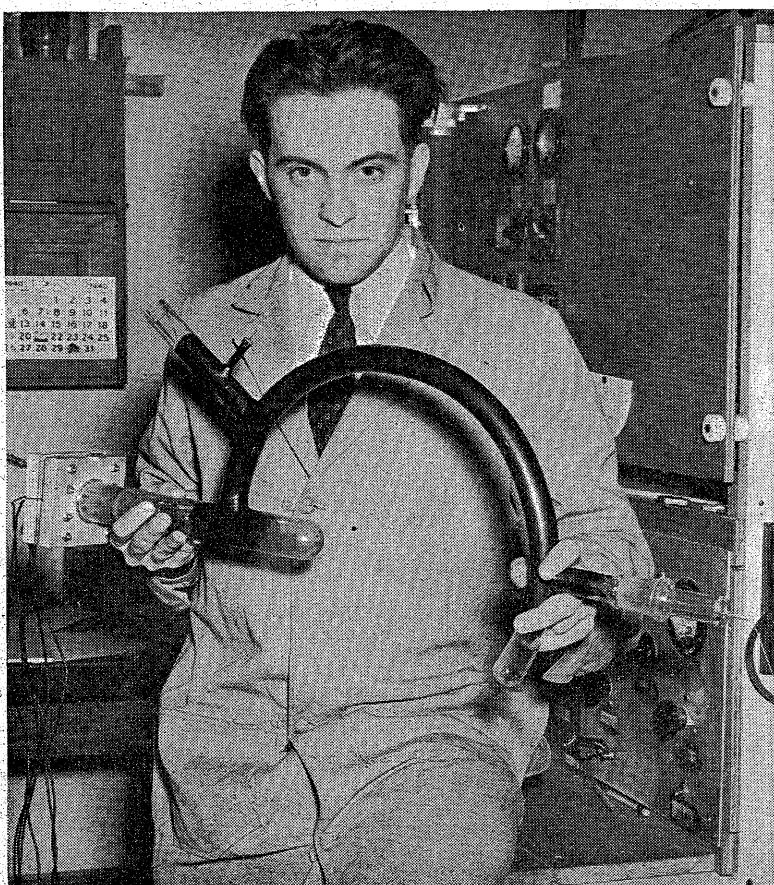
Synthesis of Known Facts

It is very reassuring, however, that progress can be made by the synthesis of well-known facts and through minor improvements here and there, without the painful and slow process of the birth of a new idea. Let me illustrate from my own field of surgery: Twenty to thirty years ago, operations upon the thorax involving excision of the thoracic esophagus for cancer, as well as operations upon the lung for excision of one or more of its lobes for bronchiectasis, were being undertaken by surgeons interesting themselves in thoracic surgery. The results were disastrous, and I know of at least one well-known thoracic surgeon who gave up intra-thoracic surgery because of the risks involved. In the intervening years, a wholly new situation has come about in this difficult field of surgery, without the discovery of a single major new fact. The methods employed are really the same as those used by the pioneers in the field, with this difference: time has pointed out the essentials in carrying such procedures forward to a satisfactory conclusion. To be sure, there have occurred improvements in anesthesia, in operative technique and in the preparation of the patient for, as well as after operation. Yet, all of the essential items involved in the successful performance of these procedures were known when the pioneers in the field were making the initial skirmishes with the problem. In other words, experience has been a big factor in reducing the mortality in pulmonary lobectomy from 50 to 1 or 2 per cent. And experience is only to be acquired by a thorough study of the recorded experience of others aided by a critical analysis of the problem gained through a personal acquaintance with it. I repeat, it is very reassuring to know that important progress can be made on a problem, by synthesis of well-known facts and experience, even in the absence of new facts.

Basic and Applied Research

These considerations suggest the propriety of saying something concerning the relationship of applied to basic research. Let me allude from a major development that has occurred in the medical field. In 1929, Fleming, a bacteriologist at St. Mary's Hospital in

Minnesotan First With U-235



Dr. Alfred O. C. Nier

The University of Minnesota made one of the first contributions to the atomic bomb when in 1940, working with others, Dr. Alfred O. C. Nier of the department of physics was the first to produce a small amount of Uranium-235, the unstable isotope of uranium from which Plutonium for use in the atomic bomb was ultimately derived. Dr. Nier was 27 years old at that time. He is a native of St. Paul, Minn., who did his undergraduate and graduate work at the University of Minnesota. Nier is shown holding the mass spectrometer with which he did his work. Other members of the physics department of the University of Minnesota, notably, Dr. John Williams, have had important parts in Project Manhattan. Both men are expected to return to the university's teaching staff within a comparatively short time.

Dairy Workers Meet at Farm

A conference for dairy plant fieldmen and inspectors, to be held at University Farm on October 26, was announced today by J. O. Christianson, director of agricultural short courses for the University of Minnesota.

Speakers scheduled for the session are J. O. Clarke, chief of the central district of the Food and Drug Administration, Chicago; Mike Helmbrecht, Kraft Cheese company, Hutchinson; Jack Keenan, Pennsylvania Salt company, Madison, Wisconsin; K. G. Weckel, professor in the division of dairy husbandry, University of Wisconsin, and University of Minnesota staff members.

Subjects to be considered at the meeting include sediment testing and the straining of milk, the value of the acidity test, classification of milk defects, use and abuse of methods for estimating bacteria in milk and modern milking methods.

W. B. Combs, professor in the division of dairy husbandry at University Farm, is chairman of the committee on arrangements for the conference.

Pharmacists to Share Grant

The University of Minnesota College of Pharmacy will share in \$20,000 scholarship grants made available to 52 colleges of pharmacy by the American Foundation for Pharmaceutical Education.

London, while working with colonies of staphylococci, noted that contamination of his colonies with a mould, later identified by him as penicillium, exhibited a definite inhibiting effect upon the growth of bacteria. Nothing more was done with the matter until much later. When Florey (1941), a pathologist at Oxford, and his associates in surveying substances exhibiting anti-bacterial action found that penicillin was one of the most powerful anti-bacterial substances extant against certain Gram positive organisms, they began the coordinated program of production to which many British and American laboratories have devoted their entire facilities. Fleming, the discoverer of penicillin, little recognized the impor-

Continued on page 4, column 1

Dean Predicts Job Figures For Postwar

Minnesota got its first look at the employment and business outlook in the postwar period this week when a summary of postwar planning projects in 22 Minnesota cities was issued showing this state can expect to have 1,055,400 jobs in 1947—13 per cent more than in the years just before the war.

The summary was prepared by Dean Richard L. Kozelka of the University of Minnesota school of business administration. Kozelka projected the reports of the 22 communities co-operating in the study to arrive at the over-all Minnesota outlook.

This report for Minnesota showed that businessmen in cities of 10,000 to 30,000 population are most optimistic about postwar possibilities, expecting to increase the number of jobs 35 per cent. Businessmen in towns of 2,500 to 10,000 population expect to increase employment an average of about 31 per cent. And businessmen in the state's three largest cities expect to make available 22 per cent more jobs than before the war.

The summary and projection of these surveys made by the communities under the auspices of the Committee for Economic Development and the Northwest Research committee, also showed these facts:

There will be approximately 1,125,000 available and able to work in 1947 in Minnesota.

Purchases put off during the war amount to an average of \$1,637 per city family, \$648 per farm family for the use of the farm home and \$2,374 per farm for farm operations.

The amount of currency held by Minnesotans has increased \$265,000,000 from 1940 to December, 1944.

Bank deposits increased \$1,060,000,000 in the same period. Series E war bonds outstanding in December, 1944, totaled \$565,000,000. Other war bond purchases totaled \$1,300,000,000.

Individuals and business establishments reduced their indebtedness two per cent from 1940 to 1943.

Cash receipts from farm marketings will be about \$700,000,000 compared with \$419,000,000 in 1940.

Subtracting the indicated number of jobs from the expected labor force, Kozelka found there will be 69,900 potential unemployed in Minnesota in 1947, or about six per cent of the total labor force. This compares with 169,965 unemployed in 1940, or almost 17 per cent of the labor force.

Referring to the 69,900 potential unemployed, Kozelka said:

"To some people this represents the margin which must be provided for through a public works program. To others it represents the working margin of a dynamic growing society, the people who are seasonally unemployed, the young person just out of school and shopping for his first job, and the person who is moving from one job to another to make better use of his skills or to seek better working conditions."

"To many of the businessmen and other active participants in community postwar plans, the margin of unemployment is a challenge to the imagination and courage of large and small employer alike, to re-examine their own plans to find additional opportunities for useful jobs."

Studies Malaria And Catches It

A lieutenant colonel who, while doing research on malaria, became a victim of the disease has been placed on an inactive status at Camp McCoy, his terminal leave ending Dec. 20 when his discharge will become effective. He is Lt. Col. Gilman H. Goehrs of St. Cloud, Minn.

Col. Goehrs served in both the Pacific and European theaters of operations. He did research in malaria at New Hebrides, big U. S. base on the French island in the southwest Pacific, where he also doubled as a construction engineer.

Latin America. Admittedly this is an ambitious plan and its full success will depend upon the supplementing of our present teaching resources in every foreign area. We can provide substantial programs in the five fields now and can supplement offerings as interest and funds permit."

New Year Brings New Programs

Continued from page 1, column 5

ing of world regions having identical or related cultures.

Areas which the university will tackle are Western Europe, Central Europe, Russia, the Far East and Latin America. The area program will be developed not so much by introducing new courses, although some will be required, as by helping the student arrange a program of related courses dealing with the history, language and literature, fine arts, philosophy and social sciences of the area selected by him.

A report by Professor Harold S. Quigley, political scientist and authority on the Far East, to Dean T. R. McConnell of the Arts College outlines the plan as drawn up by a committee which Dr. Quigley headed. The report has been studied by President J. L. Morrill. It said in part:

"The study of foreign countries is no new thing in American universities. It has existed most frequently in departments of language, history, geography and political science. There has been, also, some correlation of courses in various departments, particularly in the study of international relations. At Minnesota we have had for many years an international relations program and for several years one in Latin American culture. Experience here and at other universities with the area and language studies of the Army Specialized Training Program has added stimulus to the further development of such curricula."

Study of Civilization

"The primary objective of foreign area studies is to provide knowledge and understanding of the civilization of countries and of groups of countries of homogeneous or related cultures. It is to analyze and explain the current scene in the light of history and the established disciplines, not merely to describe it. Such a program is unified without being over-specialized. In studying one civilization, a student may learn the meaning of civilization. For purposes of comparison, as well as for its own sake, the civilization of the United States is an essential part of any program of area study."

"A secondary objective is to provide a substantial foundation for professional studies. To a degree the area study itself is professional in character. It is also a logical approach to such professional fields as diplomacy, foreign trade, international administration, foreign correspondence, service under a foreign government and the like. We may anticipate that there will be a considerable expansion of opportunity in these fields after the war."

"No university is adequately prepared to provide programs in all foreign areas. And universities vary in their resources for particular areas. After consideration, the areas in which the University of Minnesota is beginning the program are Western Europe, Central Europe, Russia, the Far East and

Surgery Head Analyzes Research Before Sigma Xi

Continued from page 3, column 3

tance of his discovery. It remained for Florey and his associates to point out the real significance of that discovery. Fleming received the Nobel Prize for his work. Drs. Howard W. Florey and Alexander Fleming were both knighted by the King for their important contribution to the control of bacterial infection. How many more years would Fleming's observation have gone unheralded had not Florey been chaster about to test the potency of known anti-bacterial agents? Had Fleming been a chemist, it is to have been expected that a definite lag of years should intervene between discovery and appreciation of its importance. In this instance however, both men were physicians, one a bacteriologist, the other a pathologist. Great credit is owing the person who first appreciates and points out in a forceful manner the application to which a discovery can be put. What I am trying to point out is that really two persons participated in the discovery. And so it is with many discoveries. It was Whipple and his associates (1918) who demonstrated the hematopoietic efficacy of a liver diet in dogs in the management of anemia. It remained for Minot and Murphy (1926) to establish that such treatment was equally as effective in the management of pernicious anemia in man. The Nobel Prize Committee rightfully divided the honors of this great discovery between the three. Had it been possible to bring about the clinical syndrome of pernicious anemia in the dog, Whipple and his associates undoubtedly would have completed the entire experiment themselves and hastened the practical application of a life saving remedy.

Medicine is commonly regarded as a field of applied science. Yet basic discoveries can and are being made by workers engaged primarily in applied research. The distinction between basic and applied research is occasionally more arbitrary than real. An integrated co-operative effort on a broad base should of necessity include investigators from pure science as well as applied fields.

The Support of Research

Industry recognizes the value of research and most forward-looking industries support research liberally. Such a policy brings a rich reward directly back into the treasuries of industry. Foundations, Research Institutes, and Universities also are vitally interested in research. In the instance of this latter group of institutions, however, there is little or no opportunity for research to be self-supporting. They derive their support largely from philanthropic persons interested in promoting the public good. State Universities in latter years are finding legislatures in a more receptive mood when appropriations are asked for research. Daniel Webster, while seeking a federal appropriation for his native New Hampshire, was asked what the state produced. "Men," said Webster, "and God has graven their image in the granite of her hills." With the growth of graduate schools, primarily responsible for the sponsorship of research in Universities, it might be well to suggest the following addition to such a query when asked of Universities: "Out of the labors of our scientific workers engaged in research, a liberal, yes, a munificent return is made to society on the money made available for purposes of research."

There is obviously a limit to the extent to which State Universities can support research without compromising the larger responsibility of the University of providing opportunities for education on a broad base to its maturing men and women. In Minnesota, which stands eighteenth in population and twenty-third in wealth among our states, we have a total student enrollment which ranks third among American universities, exceeded only by Columbia and California. The graduate school, though a more recent development at Minnesota, has exhibited real growth and represents an achievement of which we may well be proud. The formal development of a graduate school came as a result of the vision of George Vincent, our third University president. Under Presidents Burton, Coffey, Ford, and Coffey, the graduate school has grown. To Dr. Ford in particular, however, large credit is owing for the great care with which he nurtured and watched over its expansion during his twenty-five years of stewardship as Dean of the Graduate School.

A year ago President Coffey appointed an all-university Advisory

Committee composed of seventeen members of the graduate faculty to study the matter of the organization of research in the University. That Committee, under the aegis of Dr. William S. Miller, its chairman, and Dr. Lee I. Smith, the secretary, held a number of meetings during the past year and devoted considerable thought and study to the problems hedging about the organization of research. As a member of that committee, I wish to say that the deliberations of the group were characterized by a serious and high minded interest in the future of research at this institution. Over a period of many years there has grown up here at Minnesota an atmosphere and a spirit of friendly cooperative helpfulness conducive to research. These vitalizing influences, so essential for the stimulus and the growth of research, permeate the entire institution. You can feel it on every hand, in the attitude of the administration as well as in one's contacts with members of the graduate faculty.

There are epochs in the development of every institution. The keen interest of the people of Minnesota in education is apparent. Our University has attained its present stature of growth on a broad base, largely because the people of Minnesota have wanted superior educational advantages for their children, and have been sympathetic with and ardent in their support of the dreams and ambitions which our University leaders, presidents and successive Boards of Regents alike, have cherished for our University.

The time has come, however, when even greater importance must be attached to the growth and expansion of the graduate school. If Minnesota is to continue in the vanguard of progress amongst educational institutions of this country, an effort must be made to give increased impetus to the functions of the graduate school. Its activities have been carried on largely as a by-product of University departmental teaching divisions.

Integration of Teaching and Research

In a sense, it is mandatory that students have some contact in the class rooms with the most productive scholars of the University. At the same time that contact, if not too heavy a teaching obligation, is equally as important for members of the graduate faculty interested in research. Our own late Dean Lyon, who was keen for integration of teaching and research, said of his own famed teacher in physiology, Jacques Loeb: "To my mind, science lost rather than gained when Loeb left the University for the research institute." Many in the medical field, I know, garner ideas for their research out of the problems of their daily activity. To isolate them from that source is to make them sterile; to load these same men down with busy teaching schedules and too much responsibility for the care of patients, is to deprive them of the time or the energy to do research. Dean Lyon, I believe was right in his insistence that a proper admixture of teaching and research was healthful and helpful to both.

Of some of us who lead dual lives in desiring to be both teacher and investigator, our very good friends may say of us—and mark you, criticism is the life of research without which the scientific approach to problems can not survive—they may say that one of these objectives is ambition enough for any man and single-mindedness is necessary for the success of any important enterprise. Benjamin Rush, well-known physician of the American Revolution, said of himself: "Medicine is my wife and science my mistress." To this self-avowal of dual interests, Oliver Wendell Holmes is said to have remarked: "I do not think that the breach of the seventh commandment can be shown to have been of advantage to the legitimate owner of his affections." However much this inductive may strike home in the experience of any one of us, I am inclined to believe that most of you will agree with me when I say that research gives enlightenment and meaning to our teaching, and teaching the controversial problems of our special fields of activity afford problems and ideas for our research. A career combining teaching and investigation offers reciprocal advantages to both.

The Graduate School and Its Budget

In our University, the graduate school itself has a very small budget, the faculty of the graduate



Dr. Owen H. Wagensteen

school deriving their emolument from the undergraduate departmental teaching divisions of the University. As the teaching programs of these divisions expand, it is axiomatic that less time is available for research. In the preamble of the document prepared by the president's advisory committee on proposed plans of organization for research, Dr. Lee Smith and his associates said: "In any scholarly activity, the prime factor is the scholar—the thinker who possesses vision, patience, industry, and mastery of his field of learning. However, the best of scholars is in a futile position when he is deprived of time, for research is not only a time-consuming activity in itself but it must be preceded and accompanied by thinking. This thinking can seldom be done upon a scheduled basis; it requires unhurried time, for it is not the sort of thing that can be made to flow mechanically like the numbers from a calculating machine. Consideration of economy alone indicates that the able research man should be spared from dissipating his time from day to day upon many matters which can as well be entrusted to others." It has been said, quite aptly, that a University, to gain and maintain a high intellectual position, must strive to retain the able original scholars which it already has, and must be alert always to attract to its faculty a stream of new scholars of established attainments or of recognized promise. It is admitted, moreover, that the prime requisite for the functioning of any institution as a source of scholarly production is the presence in it of a faculty of distinguished talent. These facts being taken for granted, it follows that research and graduate education as University activities are no less important than undergraduate teaching, and that research and graduate education should be represented in the administrative scheme of the University by as high a position as is any other of the University activities."

Recruitment of Scientific Workers into Research

On this occasion, we meet to acknowledge your interest in research and to bestow upon you the badge of membership in the scientific fraternity of Sigma Xi for your accomplishment. Many of you, I know, have earned graduate degrees as well. However much you prize that recognition for sentimental or more apparent reasons, let me remind you that it is your participation in a contribution to knowledge and demonstrated interest in research that brings us together tonight, and not the winning of a graduate degree. In honoring you, we are reminding ourselves that the research workers and teachers of tomorrow must be sought in and recruited from groups such as this. A desire to learn is equally as important as ability in the learning process. Similarly in research, enthusiasm for the work must go hand in hand with native talent.

A University would do well to see to it that its faculty use all legitimate means to persuade those of you who have manifested real ability to do research to remain in the game. We can point out to you the large rewards of which perhaps the greatest is the personal satisfaction in the knowledge of a task well done. "Contented industry," the late Dr. William J. Mayo said frequently, "is the mainspring of human happiness." And if that labor has to do with advancement of knowledge and the betterment of man and his environment, what employment could give greater happiness?

MINNESOTA CHATS

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T. E. Steward, Editor, 14 Administration Building
University of Minnesota, Minneapolis—14

We must be realistic, however, and offer you an opportunity with promise and a financial reward adequate for your needs. It is this latter matter that is often the stumbling block. In an integrated teaching and research program with all positions on the budget filled, the acquisition of a new faculty member is not a simple matter as those of us who have had experience with budgets well know. Yet, here is an item of the greatest importance for the University. If this University is to maintain the eminent position it has acquired amongst educational institutions, the cultivation of a faculty devoted to the advancement of learning must take on accelerated momentum. The University of Minnesota is now in its ninety-fourth year of existence, but it is really only within the thirty-year period of time, marking the beginning and rise of the graduate school that the University of Minnesota has come to the fore as an important educational center. The growth of the institution on a broad base is largely over. Renewed emphasis must now be lent to maintaining and extending its influence in the advancement and enlargement of knowledge—otherwise decadence is in store for us. The rise and fall of faculties and empires is a matter of common knowledge. The leadership that has made the University of Minnesota great, it must continue to have. As we contemplate the future of our University, it is apparent that a more liberal support of productive scholarly activity and research is essential for the continued growth and improvement of those qualities that have brought distinction to our University.

Funds Available for Research

A study of the sources of the money which have been available to the University sheds interesting light on the problem of the support of research. A study of the summary of gifts to the University from 1851 to 1942, from other than legislative sources, compiled by the Comptroller's Office, indicates that during these ninety-one years a total of \$14,823,091.75 was received. Approximately ten per cent of this amount came from alumni of the University. During the six year interval (three biennial periods) from 1941-1947, the legislature appropriated a total of \$31,052,543. In other words, over a period of six years, the legislature put at our disposal somewhat more than twice the amount of money made available to the University from all other sources over a ninety-one-year period. Of the money appropriated by the legislature, slightly more than four per cent was set aside for specific research purposes. This latter figure, in a sense, is fictional, however, for all of us on the graduate faculty derive our salaries from our respective departmental teaching budgets.

During the school year 1942-1943, the University received gifts in the amount of \$301,013.16. Of this amount, \$235,383.16 came from a number of miscellaneous sources the remaining \$65,630 was constituted by federal grants administered through the Office of Scientific Research and Development. In addition, during the school year 1942-1943, \$18,977.68 accrued for purposes of research as income from endowments. During the same period, \$103,562.37 accrued as income from endowments for research for expenditure by the Mayo Foundation at Rochester.

This superficial and somewhat cursory survey of the sources of the University support suggest definitely the need of making a studied effort to enlarge considerably our sources of revenue from gifts. President Coffey said recently on the occasion of the testimonial dinner in his honor: "The University needs more influential friends." The booklet entitled "An Interpretation of an Economic Analysis of the State of Minnesota" (1945) representing a summary of the studies of the Minnesota Resources Commission,

though giving emphasis to the importance of research in the solution of the problem of the declining per capita wealth in Minnesota, affords little hope that we may expect even larger legislative appropriations for educational purposes.

The plan of organization of research proposed and endorsed by the majority of the members of President Coffey's Advisory Committee, envisages the prospect of having one of the senior administrative officers of the graduate school devote time and thought to the problem of securing a more liberal support of research through gifts. The future of research at the University of Minnesota is directly dependent upon our ability to enlarge considerably the support of research from private sources. If the federal government undertakes to support research in other fields as liberally as it has in agriculture, a partial solution of our problem is in sight. Until that comes about, however, President Coffey's suggestion of enlisting the sympathetic interest of our own influential citizens in the cause of research appears to be the only solution.

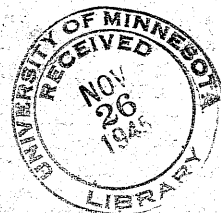
The Relationship of Research to the Social Order

Training in research leads to an appreciation of the value of evidence. The scientific method eliminates the element of personal bias in controversial matters, and asks only: What is the evidence? Science and research have opened up for us a vast new world. They have not alone revolutionized our conception of the universe, but they have altered our entire mode of existence. Our capacity to enjoy and appreciate the contributions of research to life is limited largely by our ability to get on with one another. When a cow is well fed, she lies down content and chews her cud. But the undisciplined passions of man are in conflict with his ability to secure for himself peace of mind, which is the ultimate happiness. What creatures other than man destroy their own kind in a wanton manner? What progress have we made in the observance of the moral law since the Sermon on the Mount? Why, when books continuously are being written and expounded on morality, does their teaching appear to exercise so little influence upon the behavior and conduct of man for the better? When will facts, an appreciation of the value of evidence, and elimination of the element of personal bias permit the scientific method to operate effectively in our relations with our fellow man? Perhaps Shakespeare supplied the answer when he had Portia in the Merchant of Venice, say: "If to do were as easy as to know what were good to do, chapels have been churches, and poor men's cottages princes' palaces. It is a good divine that follows his own instructions. I can easier teach twenty what were good to be done than be one of the twenty to follow mine own teaching."

Conclusion

The work of man in this world is the establishment of order which is also heaven's first law. It is to be hoped that man may learn the value of the scientific method in helping him get on with his fellow man, just as he accepts gladly the gifts of scientific research to the enrichment of his daily life. Research brings light where there was darkness, and much as the world needs light it stands even in greater need of an enlightened understanding. Few of us who profess to follow teaching and research will be bringers of the light, but we can all be ardent seekers after it, and strive mightily for an enlightened understanding. The graduate student who centers his career about research, and who is driven by an anxiety to contribute to the welfare of his fellow man, will find in the accomplishment satisfaction and personal happiness. I hope that none of you will abandon this prospect which research holds out to all who follow her with diligence and devotion.

MINNESOTA CHATS



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Housing Short, To Be Worse Officials Say

Conditions Near 'U' Described to Legislative Committee by Pres. Morrill

BIG GROWTH SURE

Construction Costs Make Government Subsidies Seem Way Out

The University of Minnesota's housing situation, both present and prospective, was described by four officials of the university when Reps. Carl Wegner, chairman, and Harold Lundeen of the interim committee investigating housing for the Minnesota House of Representatives, held a hearing on the campus.

President J. L. Morrill, Malcolm M. Willey, vice-president for academic administration, William T. Middlebrook, vice-president for business administration, and Dr. E. G. Williamson, dean of students, presented prepared statements. The first two are reprinted herewith and the remaining two will appear in a later issue of Minnesota Chats.

Meanwhile, finding the remodeling of old, public structures in the University of Minnesota area too expensive and the use of the state's camp at Camp Savage not feasible, the Board of Regents has applied to the Federal Housing Authority for the loan of 140 trailers. If the request is granted these will be set up and connected with water, sewer and electricity on a tract recently acquired by the university between Como ave. and East Hennepin ave., about midway between the main campus and University Farm. President Morrill declared, however, that use of trailers was a last resort and one which he considered unsatisfactory in many respects.

President Morrill's statement to the House committee follows:

The need for living accommodations for present and prospective students at the university presents a problem of far-reaching implications for the institution, for the young people and their parents, and for the welfare of the state.

It is both short-range and long-range in its significance.

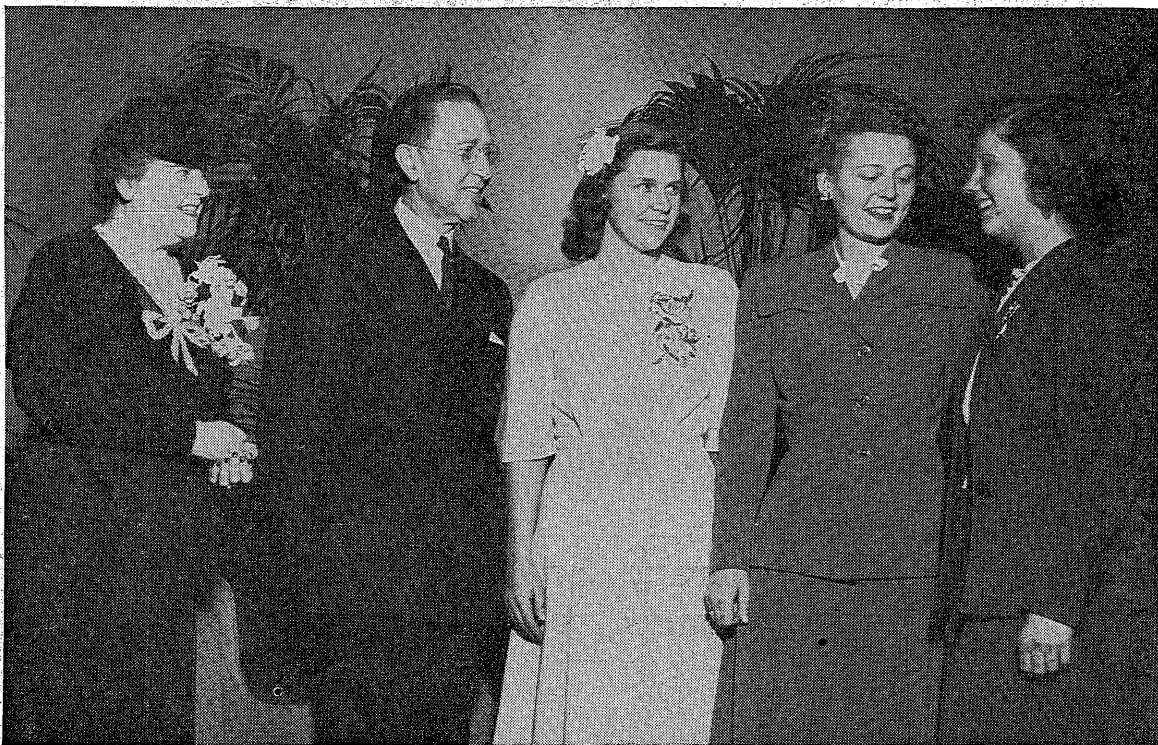
The distressing plight of the married veterans of the war just ended calls for emergency action by the university, immediately, pending later assistance from the state legislature and the federal congress. Anything the university can do within the limitations of available funds and of the so-called "legislative housing rider" prohibiting dormitory construction within the Twin Cities will be hopelessly inadequate. Hundreds, perhaps thousands, of Minnesota veterans will be driven outside the state to secure educational opportunity—although the educational facilities are here, generously provided by the state and never intended to be denied them.

Even if the federal congress, through enactment of the Morse Bill or other pending legislation, should provide funds—outright or matching—to aid the states in veterans' housing, the legislative rider, unless somehow waived, would prevent construction by the University of Minnesota. This rider the Regents endeavored earnestly to have removed at the last session of the legislature, but the issue was never really faced by the legislature as a whole. The end of war, so much sooner than expected by either the legislature or the university, presents an aggravated problem to both, and one not really anticipated by the recent legislative session.

But beyond the situation of the veterans, there is the long-range problem of university housing which enters into the whole future and development of the institution.

The clear intention of the people of Minnesota, carried out consistently by the legislature over the years, to build a university adequate to the needs of Minnesota youth, capable of research

Students Meet Dr. and Mrs. Morrill at Reception



Student organizations recently held a reception at which students might meet the new president of the University of Minnesota and his wife. Shown left to right are Mrs. Morrill, President J. L. Morrill, Miss Cherry Cedarleaf, president of the All University Student Council; Miss Ann Young, representing the Union Board of Governors, and Miss Enid Erickson, also a representative of the All-U Council.

Navy League Set to Help University Get Building to House Naval Science

Plans Announced at Luncheon in Coffman Union by Judge Paul S. Carroll

Picture on Page 3

Plans of the Minnesota Council, Navy League of the United States to support a campaign to erect on the University of Minnesota campus a Naval Science building to house the activities of the Naval Officers Reserve Training Corps, along with an industrial exhibit of naval materiel produced in the state of Minnesota were made known at a luncheon of Navy League members and naval personnel in the ballroom of Coffman Memorial Union Oct. 20, Homecoming Day.

Vice-Admiral Arthur S. Carpenter, commandant of the Ninth Naval District, was guest of honor at the luncheon. An hour earlier he had spoken at graduation exercises for approximately 100 members of naval training units on the Minnesota campus.

The main points of the campaign for a building are that present quarters in the old Armory building, dating back to Spanish-American war days, are inadequate and that the Navy will be

Macy, Paulu Back on Staff

Major Harold Macy, professor of dairy bacteriology at the University of Minnesota, has been named Chevalier of the Legion of Honor by the government of France. Major Macy returned to his work at University Farm recently after spending nearly two years in the U. S. Army Sanitary Corps, largely in the European theatre, serving since May 1944 as an officer in the public health section of SHAE, assigned to the Mission to France. The award is an expression of gratitude of the Provisional Government of the French Republic toward Major Macy for services in behalf of public health in that country during the past two years.

Another staff member who returned to his duties Nov. 16 is Burton Paulu, manager of the university radio station, KUOM. Mr. Paulu spent a year and a half as an Office of War Information official attached to the psychological warfare division of Supreme Headquarters, Allied Expeditionary Forces. The first year he spent in England, working on radio programs as broadcaster and program arranger. During the past six months he has been in Luxembourg as musical director of the famous Radio Luxembourg.

entirely unable to train enough officers for the greatly enlarged Navy of the future at the Naval Academy in Annapolis. It is therefore turning to 52 educational institutions that are able to provide training and accommodations for NROTC units. If Minnesota gets the projected building, the structure will be the finest of its kind in the country, it was stated.

Judge Paul S. Carroll of Minneapolis, president of the state council of the Navy League, read a statement concerning the proposed building, and President J. L. Morrill addressed the graduating class, as did Admiral Carpenter.

Judge Carroll said in his statement:

Since 1939 the University of Minnesota has had a Naval Reserve Officers Training Corps. The record made by its graduates has been brilliant in this war. Today we witnessed the latest group soon to man our ships as officers of the Navy.

Realizing the great responsibility of our Navy in the years ahead, both as a first line protective agency and as a guaranty of peace for the world, it would be tragic indeed if all of us in the State of Minnesota did not provide for the Navy and for the University adequate facilities for the training of Minnesota's young men who wish to participate in the postwar Navy.

Fifty-two Naval R.O.T.C. units will be established in the schools and colleges of our country, thus assuring the best possible talent for officers of the Navy. The graduates of these units will be given the choice of a reserve commission or a regular commission in the United States Navy. The latter will rate exactly the same as graduates of the Naval Academy. Merit alone will be the basis of advancement. The Navy will be that which we all want, a truly democratic institution.

In conducting the NROTC program the Navy supplies instruction of the highest quality in the field of Naval Science and Tactics. This instruction is given in connection with and as a part of the regular University program. The Navy Department will, if proper quarters are available, install almost a half million dollars worth of equipment which is quite indispensable to its training program.

This unit has been housed, along with the Army, in the Armory. It has not been adequate, and certainly will not be in the future, and no other building on the campus is available.

Scientific research is a positive "must" in military preparedness.

Nation's English Teachers Coming To Minnesota

Teachers of English in elementary and high schools and in colleges in Minnesota will be among 2,000 who are expected to attend the annual meetings of the National Council of Teachers of English in Minneapolis, Nov. 22, 23 and 24 during the Thanksgiving holiday.

Plans for the meeting were announced by Dr. Dora V. Smith of the University of Minnesota, chairman of the arrangements committee.

"Practically all of the nation's leading teachers of English will attend these meetings," Dr. Smith said.

At the annual banquet Friday night, Nov. 23, Ruth Suckow, Iowa-born novelist and Robert Penn Warren, poet and English teacher at the University of Minnesota, will be among the speakers.

Dean Theodore C. Blegen of the university's graduate school will be a speaker at the closing luncheon, Saturday noon, when he will present a paper on "Immigrant and Pioneer in Ballad and Song."

The theme of the meetings will be "The emerging English curriculum," covering the use of English composition and literature in leading the youth of the nation to a better comprehension of the post-war world.

University Still Grows

The University of Minnesota reports that its student body is now 28 per cent larger than it was a year ago, numbering 11,396 students. A single college in the University, Science, Literature and the Arts, has more than 4400 students whereas at the depth of the wartime decline it had less than 3000.

What better place could be found to scientifically train future Naval officers than on the campus of the University of Minnesota.

Plans for a new Naval Science Building on the campus have been drawn and approved. A place has been designated for this building. A committee has been formed to raise money. A substantial amount of money has already been raised, and a substantial amount is yet to be raised.

The Minnesota Council of the Navy League believes that it can be most useful to the Navy and to the State of Minnesota by taking the initiative in securing the necessary funds for the construction on the campus of the University of Minnesota of a Naval Science Building which will adequately serve the technical and military training program of the NROTC at the University.

Continued on page 3, column 1

Dads Invited To Visit Campus November 24

Traditional Dinner, Dropped During War, Re-established This Fall

After a three-year wartime interim, the annual event of Dad's Day will be resumed this fall at the University of Minnesota.

Fathers of all students will be invited to come to the campus for a general "look-see" on Saturday, November 24, and will have an opportunity to attend the Minnesota-Wisconsin football game that afternoon in Memorial Stadium. As is also traditional, the fathers of members of the football squad will be introduced between halves.

Earlier printed announcements had given Dad's Day as Nov. 10, when Indiana will play at Minnesota. However, the Minnesota Dads Association, organized to develop friendship towards the university among the fathers of students, expressed a preference for the Wisconsin game and their wishes were observed.

Principal event of the day will be the Dad's Day Dinner at 5:30 p.m. in the main ballroom of Coffman Memorial Union. President J. L. Morrill and Edward F. Flynn of the legal department, Great Northern Railway, president of the Dad's Association, will be among the speakers, as will Miss Cherry Cedarleaf, president of the All-University Student Council.

Dads will be asked to register in the morning, and then will have the time to themselves to visit with son or daughter and to look around the campus, meeting teachers, looking at exhibits, or perhaps visiting son's or daughter's living quarters in dormitory, rooming house or fraternity or sorority. Many of the latter organizations will have special luncheons for the Dads at noon.

Following the game, which will probably end about 4:30 or 4:45 p.m. the Dads will again have some free time in which to rest before the dinner.

E. B. Pierce, chairman of the committee on university functions, has also announced that Mother's Day will be restored as an activity next May. Food shortages and transportation difficulties were principal reasons for dropping these two events during the war. It was also difficult to obtain waitress service for the dinners.

Preparations for Dad's Day have been transferred this year from the office of the dean of students to the senate committee on university functions. Serving as a special sub-committee on arrangements are Miss Cherry Cedarleaf, Miss Eleanor Colle, representing Associated Women Students, Prof. Paul Oberg, head of the department of music, Dean Anne Dudley Blitz, Raymond J. Higgins, manager of Coffman Memorial Union, and T. E. Steward, University News Service.

Names Nations Needing Food

"The western European nations are arranging for their own food requirements on a paying basis and are not dependent on American relief," Dr. Sverre Norberg, University of Minnesota faculty member recently returned from Europe, told members and guests of the Minneapolis Church Federation.

Dr. Norberg said these nations are following the philosophy of scarcity—"we have starved this long, we can starve a little more."

The countries that definitely will need help are Greece, Italy, Yugoslavia, Albania, Czechoslovakia, and Poland.

The real tragedy is in the countries where transportation and agriculture have been destroyed by war, Italy, Greece and Yugoslavia, Dr. Norberg said.

The university professor, who traveled through France, Holland, Belgium, Germany, Norway, and Denmark, said conditions in Denmark are excellent.

"It is the only surplus country in Europe," he said.

Marriage Topic of New 'U' Course

"Preparation for marriage and family living" is the name of a new course offered this fall at the University of Minnesota by the department of general studies in the College of Science, Literature and the Arts. An expanded service in marriage counseling in the Student Counseling Bureau has also been developed both for single students and those who are married. An increased number of the latter are expected to enroll with the increasing return of veterans.

In establishing the course, Minnesota joins more than 100 reputable educational institutions which have established "courses in marriage," it was said by Dr. Theta H. Wolf, who teaches the course.

Emotional stability as the basis for a satisfactory approach both to the pre-marital problems of courtship, sex attitudes and the like, and to inter-personal adjustments after marriage keynotes the materials of the course, Dr. Wolf said. Approximately half of the time is devoted to pre-marital considerations and half to married life. It is a one-quarter course carrying three college credits and it will be repeated each quarter throughout the year.

Originally intended to be limited to 30 freshmen and sophomore students, the course now has about 35 students enrolled. The younger students were offered the course because the committee which planned it decided it should first be offered to a homogeneous group of persons who had not yet chosen a marriage partner and whose choices could be influenced in terms of better judgment.

In part the approach to selection of a marriage partner is considered in terms of differences between people — educational, temperamental, religious, national or racial, and cultural. These differences, Dr. Wolf said, account for many unhappinesses in marriage but most of them can be overcome through adequate emotional adjustment.

"We seek to assist students in understanding themselves and other individuals so that they may make more satisfying and more mature inter-personal adjustments," she said. "Education is, in general, a means of guidance to a better life, and in seeking the good life, a satisfactory marriage is of great importance. What we are doing is adding instruction in that field to instruction in the arts, literature, world knowledge and the like through which other departments seek to develop the good life."

The marriage counseling is part of a general expansion of special counseling services that are developing in the counseling bureau, Dr. Wolf explained. It is available to any student on the campus, married or unmarried and including, of course, veterans.

Dr. Russell M. Cooper, assistant dean of the junior college and head of the department of general studies, said the course was established as a result of student interest and demand, expressed over a period of years. Faculty committees have worked out the program in a series of studies covering the past three years, he said.

Winners of Noyes Award Announced

Names of 17 winners of the LaVerne Noyes scholarship for fall quarter were announced by George B. Risty, director of the bureau of student loans and scholarships.

Winners are: Mary K. Ames, Arts junior; Joan J. Clark, Arts junior; Maethel E. Deeg, Arts senior; Marion L. Erickson, Arts sophomore; Eileen M. Hill, Arts freshman; Robert A. Johnson, Dentistry junior; Nancy Keeley, Arts senior; Dorothy May Kutz, Home Economics junior; Richard S. Larson, Technology freshman.

Other winners are Arthur C. Marystone, Arts freshman; James Miller, Pharmacy freshman; Naomi Quevillon, Arts junior; Mildred Schaffer, Arts freshman; Lois Marie Schons, Medical junior; William Weil, Medical sophomore; Janet Westerman, Arts junior; Warde F. Wheaton, Arts freshman.

The scholarship is offered to any student who is a direct descendant of a World War I veteran. Awards are made quarterly and are based on academic achievement, financial need, character and vocational promise.

Tuition and incidental fees are covered by the award.

Library Given Webber Volumes

Important among recent gifts to the University of Minnesota library was a collection of volumes in the field of Americana, turned over to the Board of Regents by Mrs. C. C. Webber of Minneapolis, whose husband, a prominent business man, had collected them.

Charles C. Webber devoted his collecting interests to the great period of westward expansion into the plains and Rockies area. His library of nearly 200 volumes portrays one of the great movements of American history. It includes early editions of Hennepin's "A New Discovery of a Vast Country in America," Schoolcraft's "Narrative of an Expedition Through the Upper Mississippi to Itasca Lake," Tonti's "An Account of Monsieur de la Salle's Last Expedition and Discoveries in North America," and other early items of Minnesota discovery and travel. Samuel Hearne's "A Journey From Prince of Wales Fort in Hudson's Bay to the Northern Ocean" presents an early account of the travels of perhaps the first white man to set eyes on the northern ocean from the continent of America, and Franchere's "Narrative of a Voyage to the Northwest Coast of America" formed the basis for Washington Irving's "Astoria."

A large proportion of the titles, however, deal with the growth and development of the plains and Rockies area. Gregg's "Commerce of the Prairies," perhaps the classic account of the activities of one of the early Santa Fe trailmen, is the cornerstone of the collection. Other volumes deal with the geography of the region, the Indian inhabitants, the soil, the climate, etc. Many individual narratives are represented in early editions such as that of James P. Beckwourth, the mountaineer scout and chief of the crow nation. In this collection one finds the record of the struggles and the expansion of the American nation during the nineteenth century.

Nolte Urges 'Tried' Studies

Advice pertinent to adult education, given by Julius M. Nolte of the University of Minnesota General Extension Division in "The Interpreter" has been reprinted in part in the bulletin of the National Extension association.

Entitling his article "The return to sanity," Mr. Nolte wrote:

"If the world is different in that we contend with forces of greater magnitude, let us remember that the world is also different in that educational opportunity is freer, more generally available and more comprehensive. Education is always and everywhere an attempt to project into the future through the lives of the educated the valid conclusions for human conduct drawn from the verified experience of the past. One of the habits of individualism we need to resume is the habit of reverence for learning, of respect for tested truth.

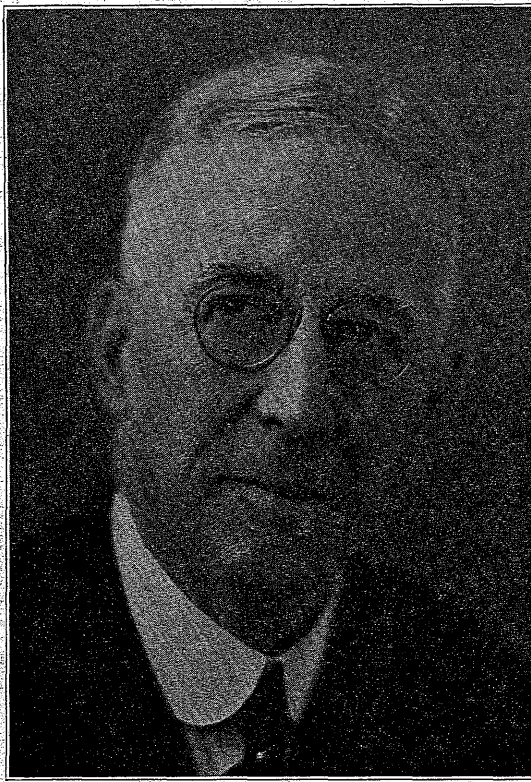
Our age will do well to spend more time, both in school days and after the days of formal "schooling" are over, in the deliberate and reflective study of history, the literary arts, the humanities, and those branches of learning which deal with the description, the analysis and the governing of human behavior. For it is neither the machines nor the men who invent them who will destroy us; it is the men who apply the machines to anti-social purposes.

The resources given us for control are human resources which have endured unchanged for countless centuries, and in our hands we have the tally of their number and the record of their strength. Let us continue, then, to study these, for from nothing else can we draw the precepts of our salvation. As sayeth my Lord Coke, "Out of the old fieldes must come the new corne."

So That's How It Is?

Each person has to adjust to contacts with other physical objects. If he gets in front of a moving car he may be physically injured. He may be killed by a bomb, may fall from a precipice or be the victim of other physical injuries. Disability or death as a result of circumstances of this sort is due to the failure to adjust himself to things about him on the physical level.—From "The Psychology of Abnormal People," by John J. B. Morgan.

Dean of Students for Many Years



Edward E. Nicholson

Old Union Named for 'Dean Nick'

The University of Minnesota structure known to most alumni as "the old Union" got its fourth name Oct. 27 when the Board of Regents voted to name it Nicholson Hall in honor of Edward E. Nicholson, dean of students emeritus. For many years prior to the construction of Coffman Memorial Union the building was the center of student life, which Nicholson supervised as dean of student affairs.

It was first the chemistry building, then the Men's Union, and during the war was "commissioned" formally by the navy as the USS Minnesota while the school for electricians mates was in existence. Thousands of sailors took their technical training there.

Dean Nicholson, who retired in 1941, came to the University of Minnesota in 1895 as instructor in chemistry and continued to teach chemistry until 1915, when he was made assistant dean of the College of Science, Literature and the Arts. He became dean of student affairs in 1917. He is widely known in the Twin Cities and among university alumni. He resides at 806 Superior st., S.E.

The board accepted a gift of \$20,000 from the endowment of the Harriet Walker hospital which has discontinued its activities as an institution for the care of unmarried mothers. The money was designated to be used for the benefit of the department of obstetrics and gynecology, headed by Dr. John L. McKelvey and will be used primarily to finance research and research equipment.

An agreement with the Owatonna public schools whereby seniors in agricultural education will observe and participate in agricultural training in those schools, was reported to the board.

The regents received a letter from the committee on preservation of natural areas of the Minnesota Academy of Science urging that scientific work to be conducted in Nerstrand Woods by the division of forestry be done in such a way as not to damage the original natural conditions for the sake of which the forest was purchased. A communication from Dr. Henry Schmitz, forestry head, assurance against such damage.

Urges Watering Shrubs, Lawns

To save your shrubs and evergreens from winter killing, soak them well with water before the ground freezes permanently. That's the advice of L. C. Snyder, extension horticulturist at University Farm, who says shrubs are less likely to be injured during a hard winter if the soil is wet around the roots. He also suggests extending the watering job to the lawn.

Reason for watering now, Dr. Snyder explains, is that these plants, though apparently dormant, are actually carrying on life processes and need moisture to replace water lost through the stems. The best assurance that the shrubs, evergreens and lawn will come through in good condition next spring is to have the soil moist around the roots when the plants become dormant.

A layer of leaves several inches thick around the shrubbery will help keep the soil from drying out and give added protection.

Officer's Gift Honors Brother

A naval officer whose brother, an aviation cadet, died of cancer while in the service, has donated \$1,000 to cancer research at the University of Minnesota, Dr. Harold S. Diehl, dean of medical sciences, announced. The donor is Lt. Comm. Warren A. Schoen, formerly of Ortonville, Minn. The brother was Aviation Cadet John A. Schoen, also of Ortonville. The fund will be added to research money now administered by the Minnesota Medical Foundation at the university, an organization supported largely by gifts from alumni. Active and progressive researches on several phases of the cancer problem are under way at the university, Dean Diehl told Comm. Schoen.

of great significance. Year by year, the effects of these programs increase in their contributions to the development of the type of citizens so important in this and other states. For this reason, widespread support of this part of the University is solicited.

Library Student Comes from Afar

A trip of 10,000 miles to school may sound unusual to you, but at least one student on this campus has done it. Jean Norrie, graduate student, traveled that distance on her trip here from Wellington, New Zealand, writes Dorothy Berg in The Minnesota Daily.

A petite, strawberry blonde, Miss Norrie in a crisp English voice mentioned her trip on the British troop transport Ringitiki, which began Sept. 28 in New Zealand and ended three weeks later in New Orleans. After a two-day stay, she flew here. The morning after her arrival she enrolled in the Division of Library Instruction.

In late August the New Zealand Red Cross society offered a fellowship for a course in hospital librarianship. The University is one of the two schools in the world to offer such a course. To resume her schooling, Miss Norrie left a position in the government chemical laboratories in Wellington.

She now is living in Comstock hall and probably has adjusted herself to American life by this time. Although she never has been to the United States before, Miss Norrie met some Americans while attending Canterbury college, where marines were stationed.

She thinks Americans are much more friendly and polite to her than New Zealanders would be under the same circumstances.

Foods here are much different, as New Zealanders do not serve salad with a meal, nor do they have anything to compare with the American institution of hot dogs. Cheerios, a type of sausage, are their nearest approach to it.

Girls do not wear slacks on the streets in New Zealand, and Jean finds difficulty in becoming accustomed to it here.

For the year she will be in America, Miss Norrie will know she is not the only islander to become acclimated to American ways. On the ship with her were about 100 fiancées, war brides and families of American servicemen.

A trip to America has always been a secret dream of Jean's, and the realization of that dream amazes her. College life in New Zealand was not too different from life here, but the term "campus" and the idea of a university convocation are completely new.

Until her entry into the hospital library course this spring, Miss Norrie will take preparatory library courses.

Will Help Study Service Teaching

Dr. T. R. McConnell of the University of Minnesota, has been appointed to a special commission of leading educators to aid in a two-year study of what civilian schools and colleges can learn from army-navy wartime educational techniques. Appointment of the Minnesota educator, dean of the College of Arts and Sciences, was announced by the American Council of Education which will conduct the study.

R.C.A. to Pay Student's Way

Establishment of an annual RCA scholarship at the University of Minnesota by Radio Corporation of America and appointment as first recipient of Martin W. Croze, 212 Walnut St. S. E., has been announced by Geo. B. Risty, manager of the university's student loan bureau.

The scholarship, worth \$600, is directed by Radio corporation to be awarded to a student who is a promising undergraduate in pure science or in engineering, particularly such fields as electrical, radio or electronic engineering. It may be given to the same student in successive years or to a new student each year. Such scholarships are being established by the company in a number of American universities.

Croze, a sophomore in electrical engineering specializing in radar and electronics, left Marshall high school without graduating, after an illness, and gained admission to the university a year ago on tests. He has an average on all his work of between "B" and "A."

Emphasis on Religion Urged By 'U' Leaders

An address by Dr. T. Z. Koo, famous Chinese religious worker, was the closing feature of Religious Emphasis Week at the University of Minnesota, a student activity encouraged by the university.

Statements supporting the program of Religious Emphasis Week were made by President J. L. Morrill and Dr. E. G. Williamson, dean of students.

Dr. Morrill said: The University of Minnesota will be assisted, indispensably, in the attainment of its educational objectives by the observance of "Religious Emphasis Week."

Curricular and extra-curricular activities are the two parts of the whole in student life. The influence of religion upon human character and experience must carry over into the classroom. It must enter into the formation of ethical commitments which help to shape professional conduct and cultural ideals.

The University regards the Minnesota Council of Religions and the Student Religious Council as allies in its total task.

Dean Williamson's statement follows:

It is with pleasure that I view each year the program provided by the Student Religious Council and the Minnesota Council of Religions for Religious Emphasis Week. The opportunity of cooperation among student religious groups is high-lighted by this week of joint effort. The University desires to strengthen in every way possible the inclination of students to learn how to live amicably together despite differences in culture and religion.

The contribution of the religious foundations to the life of the students on this campus and the contribution to the constituency of this great University is

Navy League Backs Building

Continued from page 1, column 4
Dr. Morrill's Address

It is always a rewarding experience to come home. It is always a happy experience to welcome members of a family when they arrive. Today is Homecoming Day here at the University of Minnesota. As president of the university, may I extend to all the members of the university family a heartfelt welcome. We are glad and proud to have you here.

It is inspiring to be graduated from a university and to turn to the great frontiers of the future with the confidence and enthusiasm of youth. It is particularly significant that our graduates this morning are dressed in the uniform of the United States Navy. These young men are to be commissioned here today as officers in that distinguished branch of the armed services of a great and victorious nation.

The University of Minnesota is very proud of its contributions made during the hard war years to the Herculean task of converting our peaceful nation into a gigantic war machine. Unstintingly, the University gave its students, its alumni, its faculty, its laboratories, and its facilities to the end that this nation and its institutions might once more be preserved in a time of great crisis.

Admiral Carpenter, the University takes pride and satisfaction in the cooperative relationships that were developed during the war years with your own Navy Department. More than 8,500 men in naval uniforms received instruction on this campus. Included in this number were electricians, machinists mates, cooks and bakers, engineers, dentists, doctors, and students in almost every department at the University.

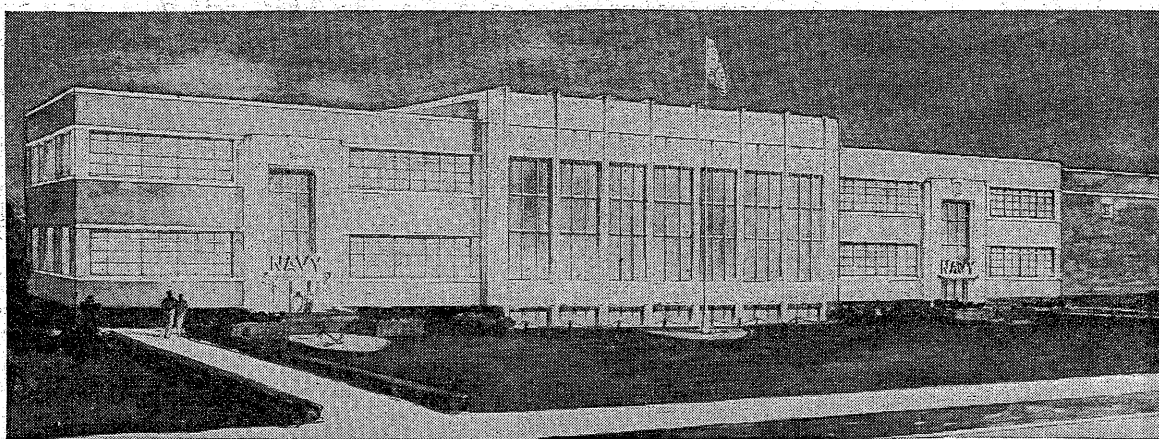
Since 1939 the University has been privileged to maintain here on the main campus a Naval Reserve Officers Training Corps. We have today the good fortune to honor the first class of naval trainees who returned from active service in this war to be trained to be commissioned officers at this University. Their double honor is a University of Minnesota degree and a commission in the United States Navy. These naval students have been identified with the regular established schools and departments of the University; they have been candidates for our regular degrees.

Significantly, the Navy has repeatedly referred to its Naval R.O.T.C. Unit here as a college unit; to its program of study as a college program. It has left academic matters with academic authorities. It has insisted consistently that the University's standards be its own standards. It is true that the stern necessities of war have demanded that naval students forego some of the extra-curricular activities of normal college life. But the return of peace, once more, is reflected in changed naval policy which now permits our naval students to participate in the truly worthwhile extra-curricular activities on the campus. This is a distinct gain.

The University believes that it has given to the Navy not merely classrooms, dormitories, mess hall space, and stated amounts of instruction—we believe we have given to the Navy the highest teaching skill, the best educational judgment, and the soundest administration of which colleges are capable. A total of 249 regular faculty members, more than 30 academic departments and instructional divisions, and several hundred technical laboratory attendants, teaching assistants, and short time teachers, have given their best to make this program meaningful to the students, to the Navy, and to the nation.

It is with considerable satisfaction this morning that I pay an especial tribute to the Minnesota Council of the Navy League, to the untiring devotion of its officers and members to the welfare of the United States Navy and to the University of Minnesota's participation in the training of naval officers. The University of Minnesota does not possess the perfect physical facilities for the teaching of naval communications, damage control, navigation, seamanship, ordnance, gunnery control, recognition, and other areas of naval science. In the main, such facilities exist only at the Naval Academy at Annapolis. The Navy Department, acutely aware of the limitations on its Academy facilities to provide line and supply officers to the extended peace-time Navy, has decided to extend its Academy training to approximate-

Naval Science Building Probable at University



ly fifty of the great universities of the nation.

The Minnesota Council of the Navy League, mindful of its responsibilities to the citizens of the State of Minnesota, has proposed that it take the initiative in securing the necessary funds to construct and to maintain at our own University the finest Naval Science Building outside of the Academy itself. Their plans have moved forward with energy and dispatch and the University looks forward to a successful completion of this worthwhile objective and to the permanent integration of a Naval Science program into the University.

So the University welcomes its opportunity to be of continued service over the coming years to the Navy. It looks forward, with all the youthful enthusiasm and confidence of its graduates today, to its participation in the long period of reconversion of a military nation to a nation dedicated to peace. It pledges its resources to a nation strong in military matters, in scientific research and development, in great cultural achievements, and in the development of the principles of humanity and justice.

The University is especially aware of the leadership it must play in the region of which it is fortunate to be a part. Once upon a time this region was a part of a great nation-wide natural frontier of forests, minerals and land. It was largely from this frontier that we derived our individual initiative, our profound democratic concepts, and the virile character which has made our nation great and powerful.

But that simple frontier of former years has given way to the present-day frontiers of science, of technology, of conservation, of government, and of the arts. Participation in the older frontier life and times was a matter of physical courage and strength, and native shrewdness. Participation in the new frontier of atomic power, lighter metals, radar and electronics, plastics, the United Nations and international planning and control, regional conservation and development—all these require new standards of technical competency and intellectual ability. The University of Minnesota exists to provide its sons and daughters with the basis of that competency and ability.

To you, young graduates, who move out into these new and unexplored frontiers, the University offers its best wishes and its congratulations. It is our hope that you have received here some of the prerequisites to a worthwhile participation in a meaningful career. You will be welcome indeed at future Homecomings on this campus, and our University will be the stronger by reason of your loyal remembrance and support.

Farms Fewer, Acreage Up

Minnesota has lost 6,580 farms but has gained 569,429 acres in farmlands since 1940, according to preliminary figures in the 1945 census of agriculture, recently announced by the Bureau of the Census, Department of Commerce.

The number of farms in the 87 Minnesota counties decreased 3.3 per cent, from 197,351 in 1940 to 190,771 in 1945, while farm acreage increased 1.7 per cent, from 32,606,962 acres in 1940 to 33,176,391 acres in 1945. The average size of farms increased 5.3 per cent, from 165.2 acres in 1940 to 173.9 acres in 1945.

Lake county added over one-fourth to its farm acreage but Carlton county gained most farm acreage, 48,636 acres. Carlton county also gained 92 farms and Lake county gained 66 farms. Greatest loss in farms was in Lake of the Woods county, which showed 321 fewer farms, a decline of 30 per cent.

Hospital 26 Has Army's Praise Borden Award to Dr. W. L. Boyd

Praise for the work in the Mediterranean Theater of war of the Twenty-sixth General Hospital, United States Army unit organized with its personnel of doctors and nurses drawn from the University of Minnesota, has been received by President J. L. Morrill from General Joseph T. McNarney, commanding the Mediterranean theater of operations.

He wrote: "With the inactivation of the Twenty-sixth General Hospital after long overseas service in this command, it is suitable to extend to the University of Minnesota and the Faculty of the Medical School, appreciation and commendation of the distinguished service of this affiliated unit.

"Established near Constantine as the only General Hospital of Eastern Base Section during the Tunisian Campaign, the Twenty-sixth General Hospital cared for large numbers of our sick and wounded. With movement to Bari, Italy, the unit formed the nucleus of medical service to the Fifteenth Air Force and has been highly commended by that command.

"The high standard of professional service maintained by the hospital has reflected great credit on the medical officers and nurses as individuals; this credit may properly be shared by the University of Minnesota, their sponsor."

In reply Dr. Morrill wrote, "It is gratifying for the University of Minnesota to know that the members of its staff contributed to this vital phase of the war, and it shares with those members in humble acknowledgment of the generous credit you confer."

Sees Greater Library Role

After the war the public library, thought of by most people as a center for the distribution only of books, will become also a center of adult education through the distribution of non-book materials such as film shorts, circulating collections of phonograph records, collections of music and the like.

Also among the postwar aims of the library will be that of strengthening the people's understanding of international affairs by means of exhibits, book and pamphlet collections and planned programs.

These are the predictions of Donald E. Strout, assistant professor in the University of Minnesota's division of library instruction.

Such questions as the division of jurisdiction between school and public libraries in the smaller communities will be to the fore in discussions.

"Library service is at a point where it needs stimulation," said Strout. "The original keen interest in the local public library has not altogether been holding its own."

Why Go 'Way Back

A soldier named Julius W. Caesar who is stationed in Italy has never heard of any other person with a name like his—except his uncle, Julius D. Caesar.—Parade.

The Name is "Courtesy"

I am a little thing with a big meaning. I help everybody. I unlock doors, open hearts, do away with prejudices. I create friendship and goodwill. I inspire respect and admiration.

Everybody loves me. I bore nobody. I violate no law. I cost nothing. Many have praised me, none have condemned me. I am pleasing to everyone. I am useful every moment of the day.

I am courtesy.—(U. S. Fidelity & Guaranty Bulletin.)

Thirty-four years of service in Minnesota as a director of veterinary research and nationally acclaimed leader in his field has earned the coveted Borden award for Dr. William L. Boyd, chief in the division of veterinary medicine at University Farm. The award, presented through the American Veterinary Medical association, consists of \$1,000 and a gold medal. Two other Minnesota scientists specializing in dairy research had previously earned the award, the late Dr. L. S. Palmer, whose principal contributions were in dairy nutrition, and Dr. W. E. Petersen, whose work in the physiology of milk production has been recognized internationally.

Dr. Boyd's citation, just received at University Farm, stresses his leadership in animal health research, with special emphasis on brucellosis and other troubles that seriously affect the usefulness of breeding animals.

Research being carried forward by Dr. Boyd and his colleagues at University Farm covers a wide range of problems relating to animal health. At present they are exploring the use of penicillin in combating mastitis, probably the most destructive disease impairing milk production. Also under way is a study to determine the health effect of DDT, a powerful insecticide, when used directly on animals. Research in brucellosis of both cattle and swine has been pursued for many years.

Dr. Boyd is chairman of the education committee of the American Veterinary Medical association. His leadership in brucellosis investigations led to his selection as chairman of the brucellosis committees of both the AVMA and the U. S. Livestock Sanitary association. He is a member of the Minnesota State Livestock Sanitary Board.

Dr. Boyd received his veterinary degree from Kansas City Veterinary college in 1909. He came to Minnesota in 1911 and his work here led to his promotion to chief of his division in 1940.

Pine Sawfly Threatens

The pine sawfly has become a menace to evergreens in the Twin Cities and central Minnesota, according to T. L. Aamodt, state entomologist. Nurserymen and home owners throughout these areas have reported infestations which have caused considerable injury in the past few weeks. The insect is doing considerable damage to white pine, mugho, spruce and other evergreens, and in some cases has stripped all the needles from several species of pines. Trees attacked by the pine sawfly will die if most of the needles are eaten, Aamodt says. Best method of controlling insects where only a few young trees are involved, Aamodt advises, is to remove and destroy the three-eighths inch-long brownish cocoons which appear on the needles after the larvae are through feeding. Larvae may be knocked down from trees into pails of oil or killed in other ways. Very large trees which are heavily infested should be sprayed with arsenate of lead, Aamodt says, using three tablespoonfuls of powdered arsenate of lead to one gallon of water. Larvae will feed on tips of the new growth as well as the needles of evergreens for some time yet. Resembling beetles, the larvae often are unnoticed until a great deal of damage has been done. The insects winter in cocoons in grass and debris under the trees. The adults appear about the first of April and lay eggs at the base of the tree and along the needles. The first brood of larvae begins feeding in May and early June. The second brood appears at about this time.

Campus Area Church Activity Seen Growing

Organized religion is moving towards a bigger role at the University of Minnesota, with encouragement from the university administration.

A survey revealed that four denominational groups have purchased buildings near the campus and four more are planning student centers. Another denomination will enlarge existing facilities.

The Episcopal church bought the former Gamma Eta Gamma house at 317 Seventeenth avenue S.E. as a meeting place for students to replace Holy Trinity church.

The former Theta Delta Chi fraternity house at 1521 University avenue SE. has been purchased for use of the B'Nai B'rith Hillel foundation, organization promoting work among Jewish students.

Lutheran Student Association, which occupied offices in the University YMCA, now has a house of its own following purchase of the former Phi Kappa Sigma building at 1813 University avenue SE. Buying the house, repairing and furnishing it will cost the association approximately \$28,000.

Newman foundation, the Roman Catholic organization, is headquartered in a former residence at 601 Oak Street SE., which it has converted into the Chapel of St. Robert Bellarmine. Newman club has its headquarters at 1228 Fourth street SE.

A campaign for \$37,000 will be launched this fall by the Congregational-Christian Churches of Minnesota to purchase a student house. Officials seek a site near the campus. Congregational student work is now being conducted from University YMCA and First Congregational church.

Another group looking for a student center site near the campus is the Lutheran Synodical conference. An appropriation of \$30,000 for a chapel and center was made in August by the Minnesota district of the Missouri Synod. At present, the Lutheran Synodical group uses the University YMCA and Continuation Center chapel for its activities.

Westminster Foundation of Minnesota, Presbyterian organization, is expected to receive \$300,000 from a \$1,000,000 restoration fund drive the church will conduct in the state during 1945-47. The foundation office is now at University YMCA.

The Christian Science organization also is reported planning a student center.

Methodists are raising a fund for a third-story addition to their Wesley Foundation building at 1209 Fourth street SE. to house student clubrooms.

Already established in a building at Thirteenth street and University avenue SE., the Baptist foundation contemplates no building program.

Besides the 10 denominational organizations, recognized religious work at the university is carried on by the University YMCA and YWCA.

Number of students participating in the weekday activities of one foundation has jumped 250 per cent since it opened a campus center, it was reported.

E. G. Williamson, dean of students, said the university welcomes the expansion plans of the foundations and is encouraging their work "in every way possible."

Tate to Report On War Science

A University of Minnesota professor has been named of a special board which will act for the Office of War Information in making known to the public, within security limitations, wartime scientific developments in radar, rockets, metallurgy, jet propulsion, public health, aircraft design, plastics and the like.

He is Dr. John T. Tate, who last year resigned as dean of the arts college to become a research professor of physics. Since war's outbreak he has been on leave for service with the office of scientific research and development, whose backing the new informational projects has as well as that of the secretaries of the navy and of war.

Serving with Dr. Tate will be Rear Admiral Harold G. Bowen, Colonel Douglas Parmentier of Army public relations; Waldo Drake, deputy director of OWI, and Dr. Geo. W. Lewis, director of aeronautical research, National Advisory Committee for Aeronautics.

Housing Seen as Long Term Problem at University

MINNESOTA CHATS

Published every three weeks from October 1st to June 7th, except during vacation periods, by the University of Minnesota as an informal report of its activities to the fathers and mothers of its students.

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T. E. Steward, Editor, 14 Administration Building
University of Minnesota, Minneapolis—14

Continued from page 1, column 1
and scholarship contributing to the human and economic and cultural welfare of the state, ranking among the foremost institutions of higher learning in the nation and in the world, has been realized in the present services and prestige of the University of Minnesota.

Such an institution is part of the pulse and prosperity of the community, the state, and the region which give it inspiration and maintenance. Tax values and the earning capacity of Twin Cities' property, for example, are reflected in the size and service of the university. The growth of one is the growth of the other; the decline of either will handicap the other.

"U" Grows Faster Than Cities

But the university has grown faster than the Twin Cities, and this disparity has made itself evident in the problem of housing university students. There has never been and there can never be any hope, intention, or possibility that the university can undertake the housing of more than a fraction of its students. The university has depended, and must continue to rely, upon private householders, fraternities, private apartments, and resident relatives to provide the major facilities for the living accommodations of students from other communities in the state. The university is fortunate, and the taxpayers of the state generally are relieved, by these circumstances.

But there is a curious distortion of common sense and a strange disruption of long-established state policy when the economic interest of a relative minority of Twin Cities householders can take precedence over the educational needs and interests of citizens residing elsewhere in the state by depriving their children of educational opportunity through lack of a place to live while attending the university.

Deplores Dormitory Restrictions

Time and again, in other states, the short-sighted effort has been made to hamstring the development of the state university through restrictions on dormitory building. No such effort, to my knowledge, has been successful through legislative enactment, tested by the courts. No great state university has been whittled down, or held back, to the dimensions of a community-householder monopoly. No state has said to its university, "Your growth and your service to the youth of the state shall be limited to the number of private houses or rooms for rent in your community." No state has found it anything but vastly more expensive to set up new public-supported colleges and universities in local communities than to develop, under one over-head, a major university competent to rank with the best.

The University of Minnesota, I deeply believe, is at a crossroads in this matter of adequate housing as a test of its future development. We have experienced, this autumn, an increase in enrollment of nearly 30 per cent—and although this number is still 4000 short of our maximum prewar registration, the problem of housing is the most acute in the history of the institution. This reflects a crisis which is nation-wide. How many hundreds, or thousands, of up-state or down-state families decided either not to send their children to college at all, or to send them elsewhere, knowing there was no place here for them to live, we cannot estimate. Other state legislatures and state universities have acted swiftly in the emergency. Our next-door neighbors, of Wisconsin and Michigan, are good examples.

Sometimes the statement is heard that "too many people are going to college." It is safe to say that those who so speak are thinking always of the children of someone else, never their own. Sometimes the remark is heard that "the University of Minnesota is already too large."

Is By No Means "Too Large"

Too large for what? Size is a measure of numbers and space. It is no measure, to be sure, of integrity in either a university or a nation. It is no measure of competence in teaching or research, except to give larger assurance that both have been underwritten. But size is a necessary measure of adequate library and laboratory facilities. Size does offer the guaranty of lower unit costs. Size, in a university, does provide a vastly wider range of professional training and opportunity. Size is one test of success. Size, in response to growing public need, is a proof

of public service. It is a demonstration of democracy in education, and the proportion of high school graduates attending college in America will continue to increase.

The University of Minnesota will be as large as the needs and the hopes and the vision of its people. There is no proof of diminishing returns in the size of any American university. Precisely the reverse has been proved. Any comparison with the undoubted high quality of many small colleges is not a comparison in kind, and the graduates of the finest smaller colleges in Minnesota stream in increasing numbers to the university for advanced, specialized and professional training which only the university is equipped to give.

The University of Minnesota is not self-contained. It is the product of the purpose of the people of the state. That purpose has been firm, and it has been generously interpreted and implemented over the years by the Minnesota legislature, representative of every county in the state. The university has been happy, and fortunate, in its location in the Twin Cities, but it has been always, and proudly, the University of Minnesota. This great constituency it cannot hope adequately to serve unless the legislature—not only by the removal of the so-called "rider" but also by the positive provision of appropriations for new construction to accommodate veterans and additional students from outside the Twin Cities—may find it possible to give encouragement and assistance.

Enrollment in Relation to Housing

Vice-president Willey's statement on enrollment in relation to housing said:

The problem of housing for students attending the University of Minnesota can be understood fully only against the background of enrollment trends.

There are two primary questions that must be answered in providing the necessary enrollment background:

1. What is the normal trend in university enrollments and where is it taking us?

2. How has this normal trend been complicated by the war, which diverted from university attendance large numbers of students who otherwise would have enrolled?

Subsidiary to this second question is another: To what extent will the students who were diverted during the war years from university attendance return to the university now that the war is over—thus creating an abnormal bulge on the normal trend line of university enrollments?

The Normal Trend in University Enrollments

There has been a steady growth in university enrollments since World War I, interrupted only by recessions during the depression and with the advent of World War II. The high point was in 1939-40, with approximately 15,500 registered in the fall quarter, and 17,500 different students in attendance during the academic year. Attendance receded following the introduction of selective service and the declaration of war. It is a sound assumption, however, that had there been no war, there would have been the same steady, normal growth in enrollment after 1939-40 as before. On this basis enrollments would have increased at the rate of 433 students, net, each academic year:

1940-41	16,331	1945-46	18,496
1941-42	16,764	1946-47	18,929
1942-43	17,197	1947-48	19,362
1943-44	17,630	1948-49	19,795
1944-45	18,063	1949-50	20,328
		1950-51	20,761
TOTAL	85,985	1951-52	21,194

It is important to bear these figures in mind as indicating that the housing problem is not only a temporary postwar problem, but a problem that the university will continue to face in the more distant future.

The Postwar Bulge

Actual registration figures 1939-40 through 1944-45 show sharp war declines. Instead of aggregate enrollments of 85,985 as shown in the preceding tabulation for 1940-41 through 1944-45, there were actually in residence only about 60,000 students. The difference between the two figures is a backlog of about 26,000 students—men and women who might normally have been expected to attend the university but who did not do so because of the war. It is a sound assumption, however, that a large number of these "backlog" students will return to or enter the university now that the war has ended. They

have already begun to do so. They will constitute the enrollment bulge over and above the normal trend.

Careful estimates made by the Senate Committee on Education indicate that the postwar bulge of enrollments will be as follows:

Year	Fall Quarter	Academic Year
1946-47	18,000	20,500
1947-48	20,500	23,500
1950-51	21,500	24,500

Shortly thereafter the bulge caused by the backlog of students whose education was interrupted by the war will disappear, and the normal enrollment trend will be resumed.

It is to this probable enrollment of 18,000 rather than any projected enrollments in 1950 that attention is particularly directed, for it is in terms of this immediate figure of one year hence that the question must be raised: Where and how will these students be housed?

Housing Needs of Married Veterans

Veterans of World War II account largely for the postwar enrollment bulge. A special housing problem is introduced by this fact, namely that many of these men are married and need not single rooms, but quarters for housekeeping.

H. V. Stirling, Director of Vocational Rehabilitation and Education Service, Veterans Administration, supplies data that show that following World War I 65.1 per cent of all veterans at the time of completing rehabilitation training programs had dependents—chiefly wives and children. From this it may be deduced that veterans of World War II will in high proportions be married, either at the time they begin their education or before they conclude it. Mr. Stirling's data as of September 30, 1944, shows that 26.8 per cent of the veterans then in training had dependents, chiefly through marriage.

At the University of Minnesota approximately 20 per cent of veterans now in residence are married. There is every expectation that this percentage will increase sharply as more men are demobilized.

Implications of these figures are clear from a study, made by Professor Clara Brown at the university in 1933-4, in which for a representative sample of the student body it was found that 3 per cent of the men were married and one per cent of the women.

It is one problem to house unmarried students; it is quite another, and more difficult problem, to house students who are married. The large proportion of married veterans thus constitutes a new and special aspect of the housing problem.

Type of Residence	1941-42 No.	%	1942-43 No.	%	1943-44 No.	%	1944-45 No.	%
Parents' Homes	7,642	55.1	6,435	54.9	4,054	50.8	4,386	49.4
Commuters	323	2.3	241	2.0	101	2.1	184	2.1
Dormitories	1,316	9.5	1,292	11.0	1,054	13.2	1,338	15.1
Fraternities	841	6.1	887	7.6	483	6.1	611	6.9
Sororities								
Cooperative Houses (Women)	109	0.8	101	0.9	121	1.5	141	1.6
Apartment	233	1.7	79	0.7	62	0.8	208	2.3
Relatives' Homes	277	2.0	221	1.9	130	1.6	152	1.7
Employers' Homes	189	1.4	125	1.1	37	0.5	24	0.3
Friends' Homes	61	0.4	64	0.5	66	0.8	79	0.9
Private Rooming Houses	2,871	20.7	2,272	19.4	1,791	22.4	1,644	18.5
Miscellaneous							109	1.2
Total	13,862	100.0	11,717	100.0	7,899	100.0	8,876	100.0

Where and How Will Next Year's Students Be Housed?

Table I, attached, compiled by the University Housing Bureau, shows for four full years the residence of students by type of accommodations (1945-46 data are not yet available). It should be noticed especially that the number in private rooming houses has declined. It is also known that the total number of houses available in the university district for rooming of students has likewise declined, as householders have rented to war workers and others not connected with the university who have come into the area seeking quarters. This decline is significant and is called to attention as evidence that the figures soon to be presented are definitely on the conservative side.

As indicated above, peak fall quarter registration at the university was in 1939-40. No data concerning the residences of students were collected until 1941-42, hence the latter will have to be used here in making estimates of the housing shortage that will face

university students in the fall of 1946.

The estimate for enrollment in the fall of 1946 is 18,000. The question is, Where will these students live? Or more sharply, Given 18,000 students what will be the size of the housing shortage that we face? The answer is that we shall in the fall of 1946 be confronted with a housing shortage involving at least 1985 students.

This figure is derived as follows:

Table II (page 5) shows the distribution of students by types of housing in 1941-42, a year of high registration. The percentage of all students living in each type of housing is given in the second column of figures. It is then assumed that the same percentage of the 18,000 students of the fall quarter in 1946 will live at home with their parents, will commute, will live with relatives, with employers and with friends as were classified in these categories in 1941-42. Opposite each of these specified categories there is placed in the final column a figure that indicates the numbers that will, on this assumption, be cared for in the fall of 1946.

Type of Residence	1941-42 No.	Per Cent	Housing Available 1946
Parents' Homes	7,642	55.10	9,918
Commuters	323	2.30	414
Dormitories	1,316	9.50	1,316
Fraternities-Sororities	841	6.10	841
Cooperative Houses (Women)	109	0.80	109
Apartment	233	1.7	233
Relatives' Homes	277	2.00	360
Employers' Homes	189	1.40	252
Friends' Homes	61	0.40	72
Private Rooming Houses	2,871	20.70	2,500
Total	13,862	100.00	16,015

The numbers to be housed in 1946 in sororities, fraternities, dormitories, and cooperative cottages cannot be any greater than in 1941-42, for no new facilities can possibly be made available by then. Therefore in the final column of Table II the 1941-42 figure is unchanged.

In 1941-42 there were 2,871 students in rooming houses. As pointed out in Table I, the num-

ber, concretely, is the housing problem of 1946-47.

Exactly the same kind of reasoning can be applied to the further enrollment increases that must be faced in the years after 1946-47; the problem will grow still more acute each passing year. Even after the postwar bulge has disappeared, the normal trend of growth will produce a housing need that simply cannot be met on the basis of any facilities that have been or now are available.

It should also be observed that in Table II the proportion of students living in apartments (for the most part the married students) was based on a year in which the percentage of married students was presumably low. Actually the need for apartment quarters is and will be far greater than Table II suggests for—as stressed above—the war has resulted in a sharp increase in the percentage of married students, particularly veterans, and they need housekeeping quarters.

Summary of the Situation

The University of Minnesota enrollment has been showing a normal trend of growth. This trend was disturbed by the war. The return of students whose education was interrupted by war service will result in an enrollment bulge, already evident, with conservative estimates indicating an enrollment of 18,000 in the fall quarter of 1946-47. Sometime in the 1950's the bulge will disappear, and the normal trend of growth will be resumed with a base between 20,000 and 25,000. There is thus a long term as well as an immediate postwar housing problem.

Highly restrained estimates indicate that in the fall of 1946 with an enrollment of 18,000 there will be a shortage of housing for 1985 students, of which at least 800 will be veterans seeking housekeeping quarters, and 1185 will be single students. Considering the problem that faced the university student in finding quarters in the present fall quarter of 1945-46, these data reveal the magnitude of the housing crisis that lies ahead.

These then, in brief form, are the enrollment data that underlie the university's housing problem.

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Trailers Leased, More to Come For 'U' Veterans

Many Will Be Ready for Winter Term on Como Avenue Site

First accomplished step towards alleviation of the housing problem for University of Minnesota students was made known when W. L. Nunn, director of University Relations, and Harry L. Wilson, chief construction engineer, returned from a trip to Charlestown, Ind., and announced they had contracted to have 139 trailers of the Federal Public Housing Administration delivered to Minneapolis starting this month. A considerable number of the trailers will be ready for occupancy by the beginning of the winter term, just after Christmas, they said. They will be rented to married veterans.

Meanwhile the university applied to the government for an additional 75 trailers. All arrangements for their installation will have been made when the trailers arrive and they will be moved into place by truck as soon as they come.

Special laundry and toilet trailers installed in government trailer camps in areas further south would not be suitable at Minnesota, it was pointed out. Central structures of concrete blocks, thoroughly weatherproofed, will be built by the university at the trailer camps. The installation will be in the area of four blocks recently acquired by the Board of Regents at Como and Twenty-ninth avenues S.E.

Campus veterans were given a hearing recently by the Legislature's interim committee on emergency housing, headed by Representative Carl O. Wegner of Minneapolis. Gordon O. Swan of Wayzata, head of the campus Veterans Club, charged that southeast Minneapolis property owners were blocking imperatively needed expansion of university housing by their support of the "rider" on the University of Minnesota appropriation bill which forbids use of any appropriated funds to construct housing.

In its issue of November 16, Minnesota Chats carried statements made before the Legislative Interim Committee on Housing by President J. L. Morrill and Vice-President Malcolm M. Willey. It reprints herewith the statement of W. T. Middlebrook, vice-president in charge of business administration, regarding housing now owned by the university, plans for its extension, and the financial problems involved. It will be observed that the tables referred to in Mr. Middlebrook's statement are not reprinted herewith because they are so extensive and because in part he has paraphrased their content.

Vice-President Middlebrook's statement follows:

Extent of Present Housing Accommodations

Exhibit "A" attached sets forth the housing accommodations owned and operated by the university on the main campus in Minneapolis and on the farm campus in St. Paul. This statement indicates the name of the hall, description of its use, and normal and present capacity together with information as to the date of construction, the cost, and the source of funds. This statement shows that the university owns and operates housing facilities, exclusive of the Nurses' Home, for 567 college women, divided main campus 520, farm campus 47; for college men 536, all on the main campus; for married graduate students 38, located on the farm campus; and for School of Agriculture sub-collegiate students 311, all units located on the farm campus. The statement also indicates that the state provided the funds for Sanford Hall, freshmen women's dormitory; for Meredith Hall, college women's dormitory on the farm campus; and for both the boys' and girls' dormitories of the School of Agriculture on the farm campus. Comstock and

Continued on page 2, column 2

University Greets Adm. Halsey, Capt. Stassen



When Adm. William F. Halsey, USN, visited the University of Minnesota campus he was met by two of the three faculty marshals in full regalia. Above the party is seen as they left their car at the foot of the campus mall on Washington avenue. Left to right are seen—Dean Henry Schmitz (marshal), Governor Edward J. Thye; Admiral Halsey, Captain Harold E. Stassen, formerly governor of Minnesota and, during the war, flag secretary to Adm. Halsey, Dr. A. C. Krey (marshal) and Lt. Comm. George Bliss, representing Captain John T. Tuthill, Jr., professor of naval science and tactics.

Post-war World to See More Intense Competition for University Scientists

Recent Policies of Government Have Led to Serious Depletion of "New Crop"

During the war the Office of War Information maintained in many universities a "Key Center for War Information" to make available to the students and to the general public, background materials concerning the causes and progress of the conflict, as well as data on immediately related matters.

At the University of Minnesota one of the projects undertaken by the Key Center, whose manager was Mrs. Bess D. Stein, was a monthly series of radio talks and discussions, in which the participants were faculty members especially well-informed in the field under discussion.

Printed herewith is a discussion on "The importance of science and science education in the post-war world." In case any of the statements of the participants would have been changed by the atomic bomb, it is stated that this discussion antedated that world-shaking event.

Participants were Dr. Lloyd H. Reyerson, professor of chemistry, Dr. Lee I. Smith, head of the department of organic chemistry, and Dr. Maurice B. Visscher, head of the department of physiology in the Medical School. They are represented by their initials.

M.V.: Gentlemen, we have undertaken to discuss a large topic, but unquestionably a very important one, for the welfare of

Music Directors Name Prof. Oberg

Professor Paul M. Oberg, chairman of the department of music, University of Minnesota, was elected president of the National Association of Music Executives in State Universities at that body's annual meeting in Albuquerque, N. M., from which he has just returned. He announced he had invited the association to hold its next annual meeting at the University of Minnesota, probably in October. Prof. Oberg has also been named executive secretary and treasurer of the Minnesota Public School Music League, which each spring sponsors the statewide music contest and festival for high school students.

our country and mankind as a whole. I believe that every thinking citizen ought to be concerned with this topic that we have selected for discussion this afternoon. It would be worth our while if we were to begin with some very elementary principles. We ought to ask ourselves why science is so important in this world, both in war and in peace. The layman has heard a great deal about these topics, so that before we say something about the role of science education, we ought to clear the air a little bit about the role of science in our present world. Reyerson, have you something to say on that score?

L.R.: The ordinary citizen is continually seeing advertising which indicates to him that the whole world is going to be run by science after the war—that he's going to get every sort of new device and new gadget and everything else that will make his life more pleasant and convenient—everything to keep him comfortable and prevent him from having diseases. But he doesn't realize that these new developments really come from the fundamental researches which are brought about by the few top-flight scientists who actually dream of and create these new developments.

M.V.: Smith, I think it would be worthwhile for us to discuss the question of the relation between basic science and the applied achievements of science in this connection. It will make our general problem of the training of scientists clearer.

L.S.: In basic science one studies scientific principles, usually independently of any application of these principles.

L.R.: Doesn't the scientist actually try to find out how nature acts and behaves?

L.S.: Certainly! He is curious about nature. He tries to find out how nature behaves, what the laws are that underlie the behavior of matter; and in so doing, he frequently discovers things that will be useful to the world at large, and out of which some gadget or some machine or something else can be made. Usually in the study of basic sciences, one is not concerned so much with the applied scientific matters as with the discovery of how nature and matter behave.

M.V.: It seems to me that the important thing from the point of view of public understanding of this problem is to indicate that

Sees End of Tuition Problem

Prospects are brightest they have ever been for an end to the discussion between veterans attending the University of Minnesota and that institution regarding the charge of non-resident tuition to the veterans. Although the United States Veterans Administration pays the charges, not the ex-service men, the latter have objected to the provision in the G-I Act under which educational benefits would be deducted from any future "adjusted compensation" or bonus that might be passed.

Following passage by the United States Senate of an amendment to the act eliminating any such deduction, President J. L. Morrill of the university wired each Minnesota Congressman, urging that the House of Representatives follow suit, and this week he reported that all members of the lower house had written him agreeing to support such an amendment.

Members of the House from Minnesota are William A. Pittenger of Duluth, H. Carl Andersen of Tyler, August H. Knutson, St. Cloud and Wadena, William J. Gallagher and Walter H. Judd of Minneapolis, Frank T. Starkey of St. Paul and Joseph P. O'Hara of Glen-coe.

out of these basic scientific discoveries, which are made without any thought of their practical value, has come the greatest amount of practical advance. We could give any number of illustrations from the time of Faraday to the discovery of penicillin in recent years as examples of cases in which scientists have worked on very basic things which, to the layman, would appear to have no practical consequences whatever, but which have turned out to have the greatest human value.

L.R.: Yes, and the basic discoveries appear in the markets of the world a good many years after they have been made.

L.S.: However, that is not the most important thing at all.

L.R.: Just a minute now. Take a case the public knows about. Take the case of nylons. Wallace Carrothers developed nylon, and it took at least five years before it reached the market state. Now that was a very fast movement

Arts College Develops New Study Courses

Emphasis on General Studies in Line with Present Trend

AREA PLAN UP

Examination of American Civilization and Thought Popular Innovation

Extensive innovations in the College of Science, Literature and the Arts looking, first, to more effective and representative administration and, second, to the presentation of courses giving the student a clearer and more related understanding of the world in which he lives have been introduced during the past few years under the leadership of Dean T. R. McConnell.

The outstanding item among the changes is the placing of greater stress on what are called "General Studies," a field which has been defined elsewhere as "the phrase generally used now for what we used to refer to as cultural education," although, in the case of Minnesota at least, these studies are not only "cultural" but practically related to the world of today and shown in their evolutionary relationship to the eras and ideas from which they have evolved.

Three major fields of study in the humanities comprise the most extensive offering under the Department of General Studies, which Dr. Russell M. Cooper was brought to Minnesota to head. These are entitled "The European Heritage," "Humanities in the Modern World" and "Humanities in the United States." These courses were worked up respectively by Dr. Joseph Warren Beach of the English department, Professor Alburey Castell, philosophy department, and Professor Tremaine McDowell, English department.

So popular have these courses become that "Humanities in the Modern World," for example, a non-required course, has an enrollment of 800 students and is taught in four sections by Professors Eric R. Bentley, Herbert McClosky, John B. Wolf and Alburey Castell.

Examine Modern Thought
A brief picture of the course can be gotten from the statement concerning it in the University of Minnesota's "Combined Class Schedule" which says:

Humanities in the Modern World 1—The intellectual, political and economic revolutions which gave humanity its modern world. Period: from about 1776 to 1800. Authors: Voltaine, Rousseau, Burke, Paine, Burns, Blake, Adam Smith, Malthus.

Humanities in the Modern World 2—Europe versus Napoleon; the romantic movement; critics of laissez-faire; liberalism and nationalism. Period: from about 1800 to about 1870. Authors: Goethe, Wordsworth, Schopenhauer, Dickens, Marx, Mill, Browning, Whitman.

Humanities in the Modern World 3—The impact of evolution; socialism and imperialism; religion and morals in a changing world; the wars and totalitarianisms. Period: from about 1870 to the present. Authors will be chosen from among the following: Darwin, Marx, Renan, Nietzsche, Freud, Dostoevsky, Zola, Butler, Tolstoy, Anatole France, Ibsen, Shaw, O'Neill, Kipling, Sandburg.

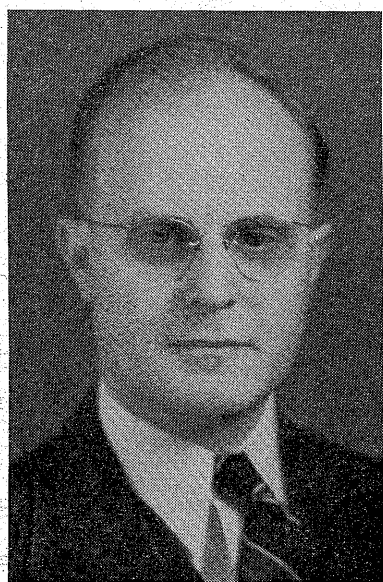
With these and other courses in the humanities a student may now make that his major field of study, selecting his work from two of the three main fields and supplementing it with courses in other subjects. As can be seen, the "great books" are extensively read.

Also an innovation in the Arts College is a program of American studies developed under the direction of Dr. McDowell. These, says Dean McConnell, are an attempt to give students an understanding of the development and character of American life and civilization through concentration

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Encourages New Courses in Arts



Dean T. R. McConnell

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on courses in American literature, American history, American philosophy, government, art and music. These are not, for the most part, new courses but the student is guided in forming a program of study from existing courses that will meet the aims stated above.

Communications New Subject

A course in communications has also been created to provide "experience in the arts of effective speaking and writing as well as discriminating reading and listening, together with a study of agencies and methods for communicating ideas." In other words, this course seeks to train the student in comprehending ideas communicated by others as well as in communicating to others his own thoughts and knowledge. This course is in the department of General Studies.

In course of preparation in the College of Science, Literature and the Arts is a program of "area" studies intended to give the student a really effective and usable knowledge of some one of the world's great areas through the study of its people, history, government, geography, arts, resources and the like. The intent of this program is to utilize the special teaching talents the university may have with respect to certain of the world's areas rather than trying to extend the program over all areas. Being especially considered for inclusion in the Minnesota program are the areas of Western Europe, Central Europe, the Far East and Latin America. Dr. Harold Quigley of the department of political science, Far Eastern expert, will be the key man in this program.

On the side of reorganization, the Arts College has set up a divisional organization with three divisions, each with the dean of the college as chairman and a divisional vice-chairman. The divisions are Natural Sciences, Social Sciences and the Humanities, and the chairmen are, respectively, Dr. J. W. Buchta, Prof. Lloyd Short and Prof. Alburey Castell. Teaching departments in the college elect representatives to the three divisional councils and each divisional council elects two members to the Arts College Advisory Board. There is also a personnel council in the college, headed by the chairman of faculty counselors, Prof. Donald E. Paterson. This council names two members to the Arts College Advisory Board, bringing its total number to eight. The Personnel Council also has as members the three assistant deans, who are Dr. Buchta, Dr. Russell M. Cooper and Dean R. R. Shumway, and representatives of the student counselors.

Students Consider Policies

Dean McConnell has also encouraged the formation and activity of an Arts College Intermediary Board, purpose of which is to bring a meeting of minds between the faculty of the college and its students. It meets once each quarter with the faculty advisory committee, talks over matters of especial interest to the students and sometimes forms committees to make more intensive examination of certain matters. One such study is now being made of the so-called "quality-credit" rule, under which students receive rewards for high marks in the form of extra credit toward graduation. In some degree this plan is now being challenged, on the theory that a student is benefitted by the actual time spent in college, where he reads, studies, meets interesting people and so on, and that it may be better to spend the whole four years

Trailers Leased More to Come

Continued from page 1, column 1
Pioneer Halls, however, college men's and women's dormitories on the main campus, were constructed from university earnings aided in some cases with Public Works Administration subsidies.

These housing accommodations were full at the peak of university enrollment. None additional have been constructed since that time. The present accommodations, therefore, hold no prospect of meeting the shortage anticipated from increased enrollment except as these facilities are expanded beyond their normal capacity through the use of double-deck beds. It will be noted that Comstock Hall is this year accommodating 375 as against 275, its normal capacity. Of course, this crowding is neither conducive to good living nor to good study. After the army and the navy vacate Pioneer Hall its normal capacity of 536 may temporarily be increased by 150 to 200 through the use of double-deck beds. In short, present accommodations may temporarily be stretched to accommodate possibly a total of 250 unmarried men and women students. The accommodations for married students cannot be stretched beyond the present 38.

Present Housing Operating Policies

The present University policy provides for priority in University housing facilities to residents of the State of Minnesota. The order of priority in Comstock Hall, for example, is: (1) Minnesota residents outside of the Twin Cities; (2) Minnesota residents in the Twin Cities; (3) Daughters of alumni outside of Minnesota; and (4) Others outside of Minnesota. It is the present plan to give priority within each of these four classes to veterans.

The University distinguishes in its financial operating policy between those housing accommodations provided by state appropriations, such as the School of Agriculture dormitories, and those accommodations such as Pioneer and Comstock Halls which have been constructed from earnings and federal subsidies. Those dormitories with state appropriations are operated on a cost basis without any allowance for capital investment in land or buildings. Those dormitories constructed from earnings are operated at rentals which in the past have permitted the meeting of all operating expenses including heat, light, gas, insurance, repairs, etc., plus some interest on investment and some depreciation to cover future replacement.

The operating expenses have not included any interest on the land investment. The cost of land near the University is so high that the resulting rental to students would undoubtedly be beyond their means if such were included in operating costs. Interest on investment and depreciation are transferred to a dormitory fund. This dormitory fund, established in the late twenties, has been the repository of earnings which have been used for the construction of new housing facilities. The general financial objective has been to so operate those dormitories not constructed from appropriations to return to the dormitory fund four per cent to five per cent of the original investment exclusive of land. The attainment of this general objective has varied from year to year and from hall to hall. To illustrate, Comstock Hall in 1941-42 netted only approximately two and one-half per cent on its investment whereas in 1944-45, with a stepped up occupancy due to double-deckers, the result was about four and one-half per cent. Pioneer Hall in 1940-41, the last full year of civilian occupancy, netted five and one-half per cent; while Sanford Hall in 1940-41 and 1944-45 netted approximately the same amount on its original investment, which investment of course was low since it was constructed back in 1910.

There is appended as Exhibits "B" and "C" dormitory rates on the main campus and on the farm campus. The current quarter's rates reduced to a monthly basis there rather than having the brightest students remain in college the shortest time. Nine students are members of this Arts College Intermediary Board which considers educational policies with the faculty.

The other principal innovation in the Arts College is its new marriage course in the department of General Studies. This was described in some detail in the last issue of "Minnesota Chats."

Make Study of County Highways

County highways, nerve centers of the state's transportation system and the roads on which most products start to market, will be the subject of discussion at the University of Minnesota December 17 through 20 when an Institute for County Highway Engineers will be conducted in the Center for Continuation Study.

Four main topics, each essential to the successful operation of a county highway system will be taken up, according to Julius M. Nolte, extension director. These will be: County highway administration, highway materials, bridges and the "highway design."

On one evening during the four the Minnesota Association of Highway Engineers will have its annual meeting at the Continuation Center, Nolte announced.

show a range of from \$38.33 to \$52.33 per month for room and board. There are no current rates for Pioneer Hall, but the last published rates for 1942-43 show a range from \$38.33 to \$46.66. These rates must unquestionably be adjusted upward with a return to civilian occupancy.

Proposed Additional Housing Accommodations

Due to the presence of the legislative rider on the University's maintenance appropriation, the Regents have adopted the general policy of doing all of those things which can be done prior to actual construction. These things include, first, the acquisition of land and, second, the preparation of plans and specifications. The 1945 legislature left with the University war training funds for the acquisition of the Minnesota College Property. The purchase of this property has been completed. The five pieces in the same block not bought from the Augustana Synod are under condemnation. The plans and specifications for the men's dormitory to be located on this property are about three-fourths complete. The proposed dormitory will accommodate approximately 600 unmarried men students.

The University already has land upon which may be constructed an addition to Comstock Hall. The plans and specifications for the addition are complete and housing accommodations for approximately 150 unmarried women students will be provided in this addition.

Proposed Housing Accommodations for Married Students

The Regents have authorized the preparation of plans and specifications for another Thatcher Hall to accommodate approximately 38 families of married graduate students. Land adjacent to Thatcher Hall is already available. The Regents have purchased out of war training funds being currently accumulated a fifteen-acre tract bounded by Como Avenue, East Hennepin, Twenty-seventh and Twenty-ninth Streets. It is the hope of the Regents to develop in this area living accommodations for married veteran students. This acreage could be developed to provide 150 to 200 apartments for these students.

Financing Proposed Housing

The University has not fully investigated plans for the financing of these projects. This did not appear desirable until labor and materials are available and until the problem of the rider prohibiting actual construction has been cleared. It is possible that the addition to Comstock Hall, the new men's dormitory, and the new dormitory for married graduate students can be financed on the usual basis out of earnings. The prospect of doing this, however, is far less favorable than it was during the thirties. The cost of construction and operating labor and food costs have advanced so much that it may prove to be impossible to place rentals at a level which will permit students from out in the state to take advantage of the University's educational offerings. If this should be the case then the only answer of which I can think is a capital investment subsidy from the state, the federal government, or both.

The financial picture of the development of the Como Avenue property for married veteran students is clearer. The married veteran under the present "G.I." bill receives \$75 per month for living expenses. Consideration is being given to an increase to \$85 for the married veteran and to \$95 for the married veteran with one child. Even if these allowances are adjusted upward as proposed, there is clearly a limit which the married veteran can pay for rent

unless he has private outside means, and most will not have these outside means. The usual formula is twenty per cent of income for rent. This is less than \$20 per month. I doubt whether any married veteran can pay any more than \$35 per month and still make ends meet.

If operating expenses are from \$25 to \$30 per month per apartment, obviously this leaves only \$5 or \$10 per month to carry and retire capital construction costs. It therefore appears rather clear to me that if low rental housing is to be provided for the married veteran and yet be within his means a substantial part of the capital investment costs must be met either through state or federal subsidy, or both. I strongly urge that you give this problem careful consideration in your report to the legislature.

The Overall Housing Problem

Mr. Willey's presentation has indicated for next fall a shortage of about 1,200 accommodations for non-Twin City unmarried men and women and a shortage of at least 800 housing accommodations for married students, particularly married veteran students. In my judgment these estimates are extremely conservative. Even if the University's present plans of accommodations for 938 were fully realized, there would still remain a prospective shortage of 450 accommodations for unmarried men and women students and nearly 600 accommodations for married students. The Regents have anticipated this possibility and have directed administrative officers to work with private interests to aid in this housing problem. It is my understanding that there are two projects already under consideration; one on the area opposite Sanford Hall and the other adjacent to Fifteenth Avenue and Fourth Street Southeast. Even though these projects are completed, there will still remain a shortage which must be met by public or private means. One might easily conclude that the University's projected additional housing accommodations are too conservative in the light of the expected problem.

Use Leaves For Compost

Every year millions of dollars worth of good fertilizer and organic matter go up in smoke in backyards all over America as householders burn fallen leaves.

Dead leaves are not only a valuable fertilizer; they also make a good protective covering for plants against winter's cold. L. C. Snyder, extension horticulturist at University Farm, points out. Instead of burning leaves this fall, Dr. Snyder advises saving them to make a compost pile which can be drawn upon next year to enrich the soil.

Well composted leaves make the best kind of soil conditioner to work into flower beds and shrub borders, Dr. Snyder says. The physical texture and water holding capacity of soil as well as its fertility will be improved by the application of the composted leaves.

First select a small spot in the backyard for the compost pile; then rake the leaves and put them on the pile. A lawn broom rake is preferable to a common steel garden rake because it will gather up the leaves more easily and will not disturb the roots of the grass.

Make a layer of leaves about a foot thick, tramp it down well and soak it thoroughly with water. A pound of superphosphate and two pounds of high nitrogen fertilizer sprinkled over each six by ten feet of top area will hasten decay of the leaves and increase their fertilizer value. If dirt is available, throw several inches of it over the leaves, repeating with successive layers of dirt as more leaves are added. Keep the pile well soaked.

Fallen leaves can also be used around shrubs and in the perennial border to protect the roots against winter injury. Next spring these leaves can be worked into the soil or added to the compost pile.

Extension Offers Portuguese

Portuguese taught in such a way as to be of particular value to scientists and engineers is the subject of a new course offered this year by the General Extension Division of the University of Minnesota. The teacher is Mr. Gene Autret, a recent addition to the department of romance languages. Usefulness of Portuguese is greatest for those who have business or professional interests in Brazil which was given to the Portuguese by a papal bull in the era of the great explorations and has retained that language.

Advanced ROTC Sought by 'U'

The University of Minnesota will apply to the War Department through the Seventh Service Command for re-activation of the army's advanced course in its Reserve Officers Training Corps, President J. L. Morrill announced.

On recommendation of a committee appointed to study the question after prospective re-activation of the advanced units was made known, application will be made for training units in the infantry, engineering and signal corps branches. Heretofore Minnesota has trained in signal corps and coast artillery. Medical training is being continued by the Army in ASTP units and an application for re-activation of the medical branch will await termination of ASTP.

Col. T. W. Wrenn, head of the Army ROTC at the University of Minnesota, said he looked for re-activation at the beginning of the winter quarter. He said the university is asking that its present quota of only 43 men in the advanced corps be enlarged.

Application may be made at any time at Army headquarters in the University Armory, Col. Wrenn said. Applicants must have had a year of active service as enlisted men in the Army, Navy or Marine corps and been honorably discharged. Upper age limit is 26 years. There are at present no students in the university who have been there long enough to have completed basic ROTC training as freshmen and sophomores.

Advanced ROTC students will receive uniforms and will be paid the equivalent of "a ration a day" which, at present cost of living, will come to between \$18 and \$20 a month.

Applicants must also have two years to go in the university so that they will be able to finish the course.

Farm Woodlot Help in Need

Minnesota farmers can harvest a valuable crop during the winter months by selective cutting of woodlots and small forest tracts, according to Parker Anderson, extension forester at University Farm. Anderson urged farmers to do their own logging and thereby cash in on their labor and equipment during slack winter months.

The average Minnesota farm requires annually 14 cords of wood for fuel, 150 fence posts and 1,000 board feet of lumber for building and repairs, Mr. Anderson estimates. This represents the normal timber growth annually on about 37 acres.

Farm woodlots will yield a continuous crop if selective cutting is practiced. Selective cutting means taking out mature, straight trees for lumber, and removing crooked, diseased and otherwise undesirable trees for fuel and posts. If young, straight trees are left to increase in size and seed trees are left to replenish the growth, the woodlot can go on producing year after year.

Anderson suggests that farmers insist trees be put to their best use now when there is a shortage of lumber for all kinds of wood products.

Piano Playing Helps Golfer

Virtually every great golfer has a pet formula for developing the hand-strength so necessary to a championship game.

Gene Sarazen proposes daily exercises with extra-heavy clubs. Patty Berg, the great woman champion, religiously uses pulleys and other gymnasium devices. Many carry sponge rubber balls which they squeeze at odd moments.

Louis Lick, Jr., the University of Minnesota's intercollegiate golf champ, attributes the unusual development of his hands to his penchant for playing the piano. The claim that Lick is the "hottest" popular music pianist on the Minnesota campus is widely advanced by students who have heard him play. He has had offers to join "name bands" but is too wrapped up in his medical studies to consider playing as a profession.

Louis finds that his piano playing provides welcome relaxation, and valuable hand exercise during the long winter months when he is unable to swing a golf club out of doors.

Urge National Program of Preparedness

President J. L. Morrill of the University of Minnesota joined recently with 33 other university and college presidents in signing a telegram to Chairman Andrew J. May of the House Military Affairs committee enunciating a proposed policy with respect to military training and national preparedness in the United States.

The telegram said: "We, the undersigned college and university presidents, urge adoption of the following program as an alternative to the proposal for enactment now of universal military training. To meet the immediate issue created by precipitate demobilization of our armed forces and pending definite proof as to whether or not adequate forces can be obtained by voluntary enlistment, we urge as an interim policy:

1. Extension of existing selective service on year to year basis, with an amendment limiting the period of military service of draftees to 15 months.
2. Vigorous promotion of new program of voluntary enlistment, stressing adequate pay, attractive retirement options and opportunities for vocational and other training.
3. Postponement of decision on universal military training, since it is only one element in a long-range, comprehensive program of national defense.

"To provide the basis of legislation that will assure a peacetime military establishment competent to defend us against powerful, unprovoked attack as well as commensurate with our international commitments, we urge appointment of a national defense commission, adequately financed and directed to bring forward a comprehensive plan, embracing not only all military establishments as such but also making recommendations for use of available manpower, the dispersal of essential industry, stockpiling of strategic materials, conservation of natural resources, scientific research and related subjects. Members to be selected for their integrity, special knowledge and experience with large affairs and representing military, diplomatic, legislative, industrial, scientific and educational establishments.

"If, after thorough study, such a commission finds universal military training an indispensable part of our long range national defense program, we would support it."

Signing with Dr. Morrill were the following other college presidents: Jas. P. Baxter III, Williams; Victor L. Butterfield, Wesleyan (Conn.); Leonard Carmichael, Tufts; Oliver C. Carmichael, Vanderbilt; Harry Woodburn Chase, New York University; Ben M. Cherrington, University of Denver; James Bryant Conant, Harvard; Carter Davidson, Knox; Edmund E. Day, Cornell; John Sloan Dickey, Dartmouth; Harold Willis Dodds, Princeton; Virgil M. Hancher, Iowa; Henry G. Harmon, Drake; Rufus Carrollton Harris, Tulane; Fred Hovde, Purdue; Frederick M. Hunter, Oregon; Tully C. Knoles, College of the Pacific; Howard F. Lowry, College of Wooster; E. Wilson Lyon, Pomona; Deane W. Malott, Kansas; James A. McCain, Montana State University; Frederick A. Middlebush, Missouri; John W. Nason, Swarthmore; Peter Odegard, Reed College; Lee Paul Sieg, University of Washington; Kenneth C. M. Sills, Bowdoin College; Robert G. Sproul, California; William P. Tolley, Syracuse; Donald R. Tresidder, Stanford; Herman B. Wells, Indiana University; Ernest H. Wilkins, Oberlin College; Henry M. Wriston, Brown, and Howard McDonald, Brigham Young University.

Scholarships to 4-H Boys

Three Minnesota 4-H club boys have been awarded scholarships which will enable them to attend schools of agriculture in the state this winter. A. J. Kittleson, state 4-H club leader, announced today. The boys are John Stoult, Hastings; Jim Hansen, Palisade, and Wayne Lemke, Zimmerman. The McKerrow scholarships, which the boys received, were not given during the war. They are awarded to club members who have done outstanding work in livestock over a period of years. In addition to maintaining excellent records in their livestock projects, all three boys have served as presidents of their local clubs.

Service to Duluth Seen on Increase

The Duluth office of the General Extension Division, University of Minnesota, in addition to conducting about 25 evening classes in Duluth, whose enrollment is up about 10 percent over last year, is steadily increasing the services of other types which it renders that community, says William H. Livers, resident manager there.

One form the effort has taken is that of conducting institutes on the model of those organized by the Center for Continuation Study, examples of such programs being those on health, social welfare and book reviewing, all of which were received with favor.

Mr. Livers is also working to persuade the business men and industrialists of the Duluth area to use the services of the university to a greater extent, and has been serving clubs and organizations by bringing University of Minnesota men to Duluth to speak. Recent examples have been addresses before Duluth groups by Watson Dickerman of the Extension Division, Dean Henry Schmitz of the College of Agriculture, Forestry and Home Economics, and Dean Richard Kozelka of the School of Business Administration.

Parent-Teacher organizations have also begun taking an interest in speakers from the university. Dr. J. L. Morrill, president of the university, recently addressed an anniversary meeting of the Duluth Chamber of Commerce, although that meeting was arranged by Regent Richard L. Griggs rather than the Extension people. Duluth public schools are cooperating splendidly with the General Extension Division, Mr. Livers reports. Half a dozen or more regular evening classes taught by university people are conducted in school rooms for use of which the Duluth school system makes no charge.

'U' Will Train Resort Operators

With the tourist and resort business gaining ground every year in Minnesota, the Extension Division of the University of Minnesota is stepping into the stream of progress by scheduling an institute in resort operation, to be conducted Dec. 10, 11 and 12 in the Center for Continuation Study on the main campus.

However many millions the accurate figure for the state's resort and tourist income may be, it undoubtedly is large, and the better the resorts are managed the more tourists will come and the more will return, says Julius M. Nolte, Extension Division head. The State Tourist Bureau and the Minnesota Resort Association are cooperating with the university in the institute.

Monday afternoon will be devoted to a consideration of the outlook for Minnesota's vacation business and some of the conservation factors bearing upon that question.

Tuesday will be devoted to building and maintaining a resort. Such matters will be discussed as use of native materials in construction, choice of site and landscaping, sanitation and plumbing, design of cabins and lodges, decoration, and fall and winter care.

Wednesday will be devoted to operational features, such as buying of equipment and food, quantity cookery, handling and training of personnel, refrigeration, resort gardening and so on.

The faculty will consist of experts from the university staff and other experts from off-campus. Every effort is being made to secure the best discussion leaders.

There will be no evening sessions, but on Monday night a series of appropriate motion pictures will be shown for those who are interested. On Tuesday there will be an institute dinner, at which the enrollees will be addressed on the subject of the guest-host relationship.

Speak Before Engineers

Four members of the Minnesota section, Society for the Promotion of Engineering Education, discussed the topic, "What should be done to prepare American youth for engineering education," when the society held its semi-annual meeting in Hotel Dyckman Nov. 19. Speakers were Dr. C. K. Lush of the St. Paul public school system and Professors Nelson L. Bossing, H. H. Barber and George C. Priester, representing, respectively, education, chemistry and engineering.

'U' Publishes "Around World in St. Paul"



Left to right: Dr. Morrill, Judge Waite, Mr. Leonard, Mrs. Margaret Harding.

Copies of "Around the World in St. Paul," first book financed by the recently established Edward F. Waite publication fund of the University of Minnesota Press, were presented recently to Judge Edward F. Waite, in whose honor the fund was established, and to George B. Leonard, former regent of the university, who made the \$10,000 donation. The books were given them by President J. L. Morrill in his office.

Mr. Leonard established the fund to honor his long-time friend and fellow worker in the interest of better race relations, and studies to be published with it will be chiefly in the field of better race relations.

"Around the World in St. Paul," formal publication date of which will be Nov. 26, is the story of the successful St. Paul Festival of the Nations, in which various racial and nationality groups living in St. Paul demonstrate their national customs, dances, amusements, foods and the like. It is by Mrs. Alice L. Sickles, formerly secretary of the St. Paul International Institute, which conducts the festival. Mrs. Sickles did her writing as recipient of a regional writing fellowship from the University of Minnesota. She is now director of a similar international institute having for its field metropolitan Detroit.

Many of Staff, Faculty Return To Distribute Seed Directory

How rapidly Minnesota faculty members are returning from service in the armed forces or other war-related work is indicated by a compilation, not yet complete, made by Dr. Tracy F. Tyler. A further considerable number are expected to be back in time to resume their duties when the winter quarter opens early in January.

The list of those who are back includes:

Bernard W. Bierman, professor and head football coach; Theodore C. Blegen, dean, Graduate School, and professor of history, and chairman, Department of Scandinavian; Forrest R. Immer, professor of agronomy and plant genetics, and associate director, Agricultural Experiment Station; Charles Peterka, clinical assistant professor of dentistry; Harold G. Worman, assistant professor of dentistry; Edward S. Bordin, counselor and assistant professor of psychology, University Counseling Bureau; William J. Simon, associate professor of dentistry; Clifford P. Archer, associate professor of Education and director, Bureau of Recommendations; Frank H. Kaufert, associate professor of forestry; Carl L. Nordly, professor of physical education; Paul Andersen, professor of civil engineering; Henry E. Hartig, professor of electrical engineering; Chester A. Hughes, associate professor of civil engineering; Joseph A. Wise, associate professor of civil engineering; Allan E. Martin, assistant professor of mines and metallurgy; Millard S. Everett, assistant professor of philosophy; Henry S. Jerabek, assistant professor of mines and metallurgy; Gust Bitsianes, instructor in mines and metallurgy; Robert M. Douglass, assistant professor of agricultural extension; William S. Carlson, director of admissions; Frank G. McCormick, director of athletics; Edgar L. Piret, professor of chemical engineering; Verne C. Fryklund, associate professor of trade and industrial education (resigned to become president, Stout Institute); Allen Hemingway, associate professor of physiology; Rodney C. Loehr, assistant professor of history; Miles S. Kersten, assistant professor of civil engineering; Arthur J. Madden, instructor of chemical engineering; Lloyd F. Boyce, instructor of physical education; John R. Paine, associate professor of surgery; James S. Webb, associate professor of electrical engineering; L. Haynes Fowler, physician-clinical associate professor, Students' Health Service; O. William Muckenhirn, assistant professor of electrical engineering; Hugh L. Turritin, assistant professor of mathematics and mechanics; Robert Hebbel, assistant professor of pathology;

The fall seed directory for Minnesota, issued annually by the Minnesota Crop Improvement association in cooperation with the University Agricultural Experiment Station and Extension Service, is off the press and available at University Farm, according to R. F. Crim, secretary of the association. Copies may be secured by writing to the association office at University Farm in St. Paul.

The directory lists more than a thousand farmers who grew crop seeds during the past season and submitted their fields to inspection with a view to seed certification under the rules laid down by the association. Only farmers whose fields passed the field inspection are listed.

All Minnesota's leading crops are included in the directory of available seed, including many new varieties which are being increased for general use through a cooperative plan of the Agricultural Experiment Station and farmer members of the association.

Headlined this year is the new Minnesota Mars barley which will be available in quantity for the first time. Also featured are all the newer corn Minihybrids. Biting, Crystal, and Koto flax, Tama and Vicland oats, Emerald and Imperial rye, Ottawa Mandarin soybeans, Marmin, Mida and Newthatch wheat.

Farmers are urged to contact seed sources and make arrangements early for supplies needed for next spring's planting. Final certification of seeds is made this winter after laboratory tests are completed.

Grace Christensen, assistant professor of physical education; Clifford I. Haga, instructor in English; Stephen B. Humphrey, instructor in English; Arthur J. Madden, instructor in chemical engineering; Paul Andersen, professor of civil engineering; Yale Weinstein, instructor in forestry (returned but resigned before beginning work); Joseph K. Park, instructor in agricultural engineering (returned and resigned); Burton W. Krietlow, assistant county agricultural agent; George O. Pierce, associate professor, School of Public Health; Lyle A. French, medical fellow, School of Public Health; Delwin B. Dusenbury, radio program director, and instructor in speech; David C. Bartelma, assistant professor of Physical Education; Lloyd Boyce, assistant trainer-assistant swimming coach; Phillip Hallock, clinical assistant professor of medicine (resigned 10-31-45); Guy L. Bond, associate professor of education; Sverre Norborg, assistant professor of philosophy; Burton Paulu, director KUOM; Alfred O. C. Nier.

Gopher Cagers Please Coach

There's a telling twinkle in Dave Mac Millan's eyes as he answers questions as to the prospects for his Minnesota basketball team that opened its non-conference schedule December 1 against South Dakota University in the field house.

It's not that Mac Millan, back as head coach after an absence of three years, has visions of a championship, but, as he puts it, "We have a bunch of men who really like to play basketball. The veterans and freshmen, alike, have shown steady improvement since we opened practice October 8, and indicate that they have the will and capacity for further improvement from game to game. The spirit is great."

As matters now stand, three former lettermen, all war veterans who have received point discharges from service in recent months, and two newcomers have the edge for starting positions. The vets are Dave Ruliffson, former all-state forward at Minneapolis Washburn high and a Minnesota letterman in 1942-43; Don (Swede) Carlson, Minneapolis Edison high graduate who was called to the army during the 1941-42 season after having established himself as an all-time Minnesota basketball great through two previous seasons and Max Mohr of St. Paul who left the university following the 1940-41 season to become a Marine Corsair pilot. Carlson and Mohr have been pairing up at the guard positions in drills to date. Carlson will be used frequently at forward with Walt Rucke of Minneapolis, 1944-45 letterman, replacing him at guard. The famous Tony Jaros is also back.

One of the pleasant surprises of the fall practice sessions has been the play of Phil Snoy, navy training student from Bridgeport, Ohio. An apt pupil, he has readily grasped Mac Millan's style of play and worked his way up to a forward position on the tentative first five.

Jim McIntyre, 6 foot 8 inch freshman center who led Patrick Henry high of Minneapolis to two consecutive Minnesota state prep championships, has the call on the pivot position.

Mac Millan's second-team choice at present includes Harland White, freshman and Minneapolis De La Salle graduate, and John Reimer, 17-year-old freshman from Luverne, forwards; George Kilen, 6 foot 7 1/2 inch sophomore from St. Paul, center; Louie Brewster of Wahpeton, North Dakota, 1942-43 letterman who was recently discharged from the army, and Walt Rucke, guards.

The following combination represents a current third selection: Wayne Gilleland, St. Paul freshman, and Frank Totzke, Minneapolis De La Salle graduate who last year starred for St. Mary's college of Winona, forwards; Gordon Muske, junior letterman from Wahpeton, center; Charley Mohr, St. Paul Humboldt high graduate, and Tom Tiefenthaler of Wauwatosa, Wisconsin, guards. Paul Anderson, St. Paul freshman, and Bob Prochnow of Hutchinson, also a first-year man, have been showing well at guards. Bob Stassen, junior, from Muncie, Indiana, is a promising center candidate.

The revised University of Minnesota 21-game basketball schedule as announced by Frank McCormick, director of athletics, is as follows:

- December 1—South Dakota University at Minneapolis;
- December 3—South Dakota State at Minneapolis;
- December 8—Nebraska at Minneapolis;
- December 15—Iowa State at Minneapolis;
- December 22—Great Lakes at Great Lakes;
- December 24—Michigan State at East Lansing;
- December 29—North Dakota State at Minneapolis;
- December 31—De Paul at Minneapolis;
- January 5—Wisconsin at Madison;
- January 7—Indiana at Bloomington;
- January 14—Chicago at Minneapolis;
- January 19—Great Lakes at Minneapolis;
- January 26—Purdue at Minneapolis;
- January 28—Iowa at Iowa City;
- February 2—Purdue at Lafayette;
- February 8—Northwestern at Evanston;
- February 9—Chicago at Chicago;
- February 18—Northwestern at Minneapolis;
- February 23—Indiana at Minneapolis;
- March 2—Iowa at Minneapolis;
- March 4—Wisconsin at Minneapolis.

'U' Men Discuss Postwar Problems of Scientist

Continued from page 1, column 4 from the laboratory to production, and it appeared immediately to have important significance. All I'm trying to point out is that the public can't expect new things to appear immediately when some scientist discovers them. I think I'll agree with what you have to say.

L.S.: The next important thing is not so much what has been studied; it is the **method of thought** which is important. This is one of the prime reasons for all the basic scientific studies. That is very difficult to acquire, but it leads to all the applied matters that arise out of scientific work.

L.R.: It's far easier to have a student, or say a technologist, or someone else apply what the scientist has discovered than it is to make the discovery.

L.S.: Yes. Almost anyone can do the applying.

L.R.: That's right. M.V.: That brings us to the topic we really want to spend most of our time on this afternoon—namely, how we are going to educate scientists for the post-war world. And in that connection, the question arises: Why is science-training such a long-time problem? Smith, you've been doing a great deal of training of scientists yourself. I believe you should speak on that point.

L.S.: The first thing that a student learns as a scientist is—take chemistry as an example—a little bit about the **facts of chemistry**. This requires about four years; and at the end of that time, he will have had a course in inorganic chemistry, one in analytical chemistry, one in organic chemistry, one in physical chemistry. Perhaps one or two more courses, but that will be about the limit of the work that he would have had in these chemistry courses.

M.V.: Then he's a Bachelor of Science in chemistry.

L.S.: Yes, and he might be said to be a good pair of hands for somebody else's well-trained brain. But that's about as far as the Bachelor goes. Before he can direct the work of others, it is necessary for him to undertake graduate study. This may involve terms running all the way from four years to post-doctorate work of several years more.

M.V.: But we now have a lot of scientists in this country. Why should we be worried about what the future may bring on that score? Reyerson, is there a deficit in scientists, in science-training in this country?

L.R.: The present war has created a terrific deficit in this country for two reasons. In the first place, because of the policies of selective service, the training of scientists has completely stopped. In the second place, the laboratories of industry and the universities have been combed for the men who will fit into the war program; and they've been drained off till the staffs of both industrial laboratories and, more particularly, university laboratories are gone into new jobs directly connected with the war effort, and therefore will not make a contribution to fundamental science in the main.

M.V.: Now, in numerical terms, what sort of deficit will there be at the end of the war period in chemists, physicists, and so forth?

L.R.: The National Research Council has made some studies on this matter. By 1955, assuming the situation gets no worse than it is now but immediately becomes better, the deficit of scientists in the physical sciences alone is going to amount to more than 8,000, of whom 2,000 are physicists and more than 3,500 are chemists. The tragic thing about that is that any given population produces only so many people competent to become these highly-trained people in any one period of its existence.

M.V.: Before we go into that point, I think we ought to bring out another. Smith, you have some information as to how many people are trained up to the level of the Ph.D. each year in chemistry, physics, and so forth.

L.S.: It amounts to about one competent physicist per million of population, and two or three competent chemists per million of population, which in this country would total annually about 150 physicists and 500 to 600 chemists.

M.V.: I think these are very interesting figures. Reyerson has just said we're going to have a deficit of 3,500 chemists by the time the war period is really over, and you say that we turn out 500 per year. That means the output

of seven years of graduate study in all the institutions of higher learning in this country will be lacking as a result of this war.

L.S.: That's right. It's about the same the world over. Sir Lawrence Bragg, for example, a year ago stated that, in his opinion, Great Britain produced one physicist per million of population per year but no more. And we do no better in this country.

M.V.: Yes. I think there's another point, however—namely, that the British, the Russians, and even the Germans, until very recently, were continuing to train graduate students in this field even during the war. And therefore our competitive position is very much worse than we would like to see it.

L.R.: Very much worse.

L.S.: We are not only going to be short a seven-year output of chemists and physicists and mathematicians and engineers and so on, but we haven't even the faculty in sight to train all these people. After the war, there will not be for some years a fresh generation of Bachelors to feed the graduate school. We have to wait until there's an entirely new generation.

L.R.: Not only that. If you have to feed the graduate school, it's from your graduate men with Ph.D.'s that you staff your faculty.

L.S.: That's true.

L.R.: And when you don't have either one of them, it's almost impossible to pick up in any time where you've left off.

M.V.: That's a point to which I'd like to come back in a moment, gentlemen. But before we do so, I think we ought to say a word about the scarcity of material for training in these various scientific fields. There is a very small fraction of the population, from the point of view of intelligence level, into which practically all of the graduate students in American universities fall.

L.S.: I'd say a very generous estimate would be the upper one percent. Certainly this would take in everybody who had any chance at all of doing successful graduate work.

L.S.: That is correct.

M.V.: The fact has been mentioned before that only half of the upper ten percent of high school graduates come to any college or university in the State of Minnesota.

L.R.: What does that mean? That means that the upper limit that we can hope for is to double these figures of Smith's.

M.V.: How could that sort of thing be achieved? That's a practical question.

L.S.: I see only one way to do it, and that is to recruit students. To increase the number of superior students, we must hunt for them, because no one knows where superior intellect will be found. In the average population, the intelligence remains about the same. And so every person of greatly superior intellect is a biological sport, in a way. We have to seek out and find these. They may occur on the "right side of the tracks," or they may occur on the "wrong side of the tracks." No one can tell.

L.R.: I think that's a very important point, because there can be no doubt that a well-organized and carefully administered scholarship system right up from the beginning of college and university education could accomplish the results that we would like.

L.S.: Yes, competent testing and advice and careful administration would be necessary there, however.

M.V.: If we're going to do anything toward making up this deficit of seven years that the war has caused us in this country—and I think we're going to have to try to do it for the welfare of the community and for the welfare of the nation—we ought to try very hard to bring about that type of recruitment.

L.R.: When you do that, don't forget that, at the same time, you're going to have to recruit the most competent people you can get. That is going to be very difficult for two reasons: In the first place, industry is going to be grabbing every competent young scientist it can lay its hands on and in the second place, universities are not going to be able to meet the competition unless they do something about the remuneration of their competent scientists.

L.S.: I think that is quite true.

M.V.: An important aspect of this problem of how to make up the deficit in the post-war years centers on the question of maintaining really competent teaching

staffs in the graduate schools of this country. Smith, have you got some ideas on that score?

L.S.: It's just as Reyerson says—a matter of training these people. We must get into the universities and into the graduate school every superior person we possibly can who is interested in science. That means, I think, some scheme for locating these people and a financial program which will enable them to attend college, irrespective of their financial status at home, the resources of the state in which they happen to be born, the status of their parents, or anything of that sort. These people simply must be gotten into the schools.

L.R.: Well, you admit, Smith, that the other thing is just as important? If you get them there and haven't got a competent staff, you still won't train scientists.

L.S.: Oh yes. You don't know which is the egg and which is the hen. But you've got to make some effort to find out.

L.R.: You know as well as I do that when you and I came to the university staff right after the first world war, industry was offering only about a ten percent differential over university salaries, and now it's doubled the offer.

M.V.: Actually, even more than that. I don't think we should go into personalities in a discussion like this, but without mentioning any names, I can say that two members of the staff of my own department have left within the last three years to go to important industrial research positions that have tripled and quadrupled their university salaries.

L.S.: That's very common.

M.V.: Of course, the public, if it wants education of the right kind, has to pay for it. It is axiomatic that, in the long run, every society gets what it is willing to pay for, and very little more.

L.R.: Well, a university scientist, you know, will accept some differential, but he can't afford to accept that great a differential.

M.V.: Of course, a university scientist would be a fool if he didn't accept some kind of salary differential, because there are definite advantages in being in an academic institution and carrying on basic scientific research and teaching.

L.R.: That's true.

M.V.: But it must be emphasized that that differential cannot be made too great, or the fraction of men who will make the sacrifice will be too small to man the institutions that must be manned in order to carry on our teaching program. Furthermore, we run the risk of keeping an inferior group in the teaching profession.

L.R.: Well, Visscher, the differential, as far as salaries, is a very important thing. But the differential which existed twenty-five years ago with respect to the laboratories no longer exists. In fact, the laboratories of industry and their equipment are far better than the universities'. This was the reverse twenty-five years ago. What is more, since 1920 two Nobel prizes have been won by American industrial scientists. So what is the difference actually?

M.V.: There is a great improvement in the conditions for work in industrial laboratories. We shouldn't, I think, delude ourselves into believing that it's only in the academic institutions that pure science or good science can be carried on. That is not true.

L.R.: At least, take the case of the American industrial scientists just before the war. They were working forty hours a week. I don't know any university scientist that wasn't working about sixty hours a week.

M.V.: I don't know any university scientist who gets anything done who doesn't work sixty hours a week.

L.R.: That's right.

M.V.: I think we should focus this problem a little more sharply on the Minnesota situation. After all, we are concerned with the contribution that we at the University of Minnesota are going to be able to make to this total program. It isn't that all of our graduate students are going to spend their whole lives in the State of Minnesota, but by and large the majority of our students will come from the homes of Minnesota, and therefore their parents and relatives are going to be interested in their welfare. But it seems to me our problem here is a local one. What about the requirements as to changes at the University of Minnesota itself that will enable us to carry our real

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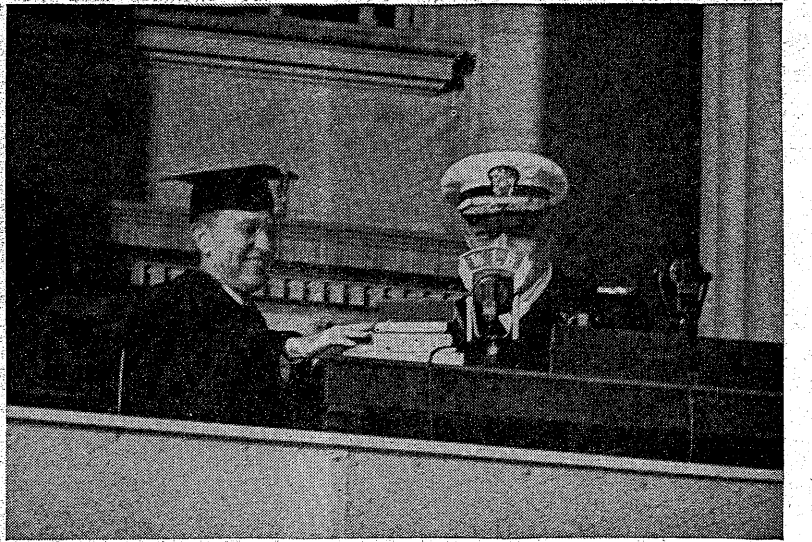
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President Presents Books to Admiral



A collection of books published by the University of Minnesota Press, chiefly those on the out-of-door subjects, was presented to Adm. Halsey by President J. L. Morrill when the famous sailor visited the campus. For some reason the crowd was amused by the titles and laughed especially when the old salt received "Birds of Minnesota" and "Around the World in St. Paul."

share of this problem? Smith, what do you have to say on that score?

L.S.: I think it's a part and parcel of the changes that will occur everywhere. We expect to have a really tremendous national annual income after the war. I have figures here that estimate it at \$110,000,000,000. These figures are about six months old, and now I'm told that they are probably low; that the total national income will be about \$150,000,000,000. These things go up very fast. Here is a set of figures which indicate the amount of money the nation spent, in billions of dollars, before the war and what we expect to spend after the war. For foodstuffs—\$16,000,000,000; after the war—\$25,000,000,000; for household supplies and equipment—\$6,500,000,000 before the war and \$13,000,000,000 after the war. Thus we are expected to double the amount we put into these things. There are other figures here, but the total, about \$44,000,000,000 before the war, is expected to be \$72,000,000,000 after the war. This is an increase of \$31,000,000,000, or about 70 percent. In this table, education isn't even mentioned, which is, I think, a very curious sidelight on the way some people are thinking.

M.V.: It's remarkable. I think that the figures, with respect to the total appropriations for education of all sorts—elementary, secondary, and university, public and private in this country, aren't widely enough known. The fact that we spend just a little over \$3,000,000,000 per year as a nation for all of those services contrasts sharply with such figures as \$7,000,000,000 per year spent for alcoholic beverages in the United States and \$2,500,000,000 for tobacco and tobacco products. We are spending on all forms of education less than one-third of what we are spending on tobacco and alcohol—not that I would criticize our expenditures for those luxuries. The only point I'm making, gentlemen, is that if we can afford to spend something more than \$9,000,000,000 per year on those luxuries, we can easily afford to spend more than \$3,000,000,000 a year on all forms of education.

L.R.: If you add cosmetics and chewing gum, you'd go way up above this figure even.

L.S.: True.

L.R.: We must either increase the expenditures on education and training of our technical and scientific people, or we can say that we have already lost the next war.

M.V.: That's the point I think we must emphasize. Every intelligent industrial concern spends a fairish amount of money on development and research. You were saying a little while ago, Reyerson,

that chemical industries plan to spend what fraction?

L.R.: No, this field that Smith is in—namely, organic chemistry. The synthetic organic chemical industries spend four dollars out of every hundred dollars of sales—not every hundred dollars of net income, but of gross sales—on research.

L.S.: That is correct; the figure is four percent of the gross sales.

L.R.: And the other parts of chemical industry spend about two and one-half dollars.

M.V.: Well, I think we have made it clear, gentlemen, that there are real problems facing the United States with regard to the training of scientists for the post-war world.

L.R.: It's going to be too little and too late pretty soon.

M.V.: It may be too little and too late, but I hope not. I'd like to quote just a few words from Arthur H. Compton, who made this statement regarding science education a few days ago:

"This is a situation of national concern which needs to be carefully watched, lest when the war is won we may find that we have gained a pyrrhic victory, having lost so much of our technical strength that we shall be unable to carry on the great task of world leadership which we now see before us."

Potato Marketers May Have Trouble

Minnesota potato growers are marketing the larger 1945 potato crop at a rate slower than usual and may run into real difficulty in getting cars to move the crop later on, says D. C. Dvoracek, extension marketing economist at University Farm.

The Minnesota crop is estimated at 17,490,000 bushels for 1945, approximately two million more than last year. However, carlot shipments up to November 10 were only 2,435 as compared with 2,874 at the same time a year ago. Growers experienced much trouble getting railroad cars to move the crop during the winter last year.

The crop of late potatoes in 30 states is up sharply this year, Dvoracek says. The present estimate is 333,300,000 bushels as compared with 299 million last year and a 10-year average of 296 million.

Holds Minnesota Fellowship

John Drury, Chicago Daily News reporter on leave to write a book, "Historic Midwest Houses," has just completed a 10,000-mile "historic house" tour of the Middle West. He has been awarded a regional writing fellowship by the University of Minnesota.

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Club Creates Fellowships For Norwegians

\$2,000 Donation of Lunch Group Called Only a Start

In the first movement of its kind by Norwegians in this country the Norwegian Lunch club of Minneapolis, comprising about 100 members, has set under way a movement to help young Norwegians catch up on the advances in learning denied them under German occupation by donating \$2,010 to the University of Minnesota. The money will be used to provide graduate fellowships to Norwegian students for study at the University of Minnesota. The gift was accepted with gratitude by the Board of Regents.

Norwegian universities will be asked to select the students and it is expected that the Norwegian government will arrange their transportation. Minneapolis families of Norwegian descent will take them into their homes, thus eliminating costs of board and room.

As chairman of the Norwegian Lunch club's education committee, Dr. Lloyd H. Reyerson, university professor of chemistry, said:

"Norway has been virtually isolated from all cultural relationships with the rest of the world for the past five years. This isolation has had a marked effect on higher education in Norway. Before the Norwegian universities are able once again to take their proper places in the world of the sciences and the humanities it will be necessary to fill this gap in the training of students. The logical method for rehabilitating Norwegian science, technology and culture is to provide means whereby outstanding Norwegian students are given the opportunity for study in the leading universities in those countries where the schools were not closed by the war. Already provision is being made whereby Norwegian students are being sent to Swiss and Danish universities. At present American universities are being approached by the cultural exchange commission of the Norwegian embassy in Washington relative to the placing of outstanding Norwegian students in leading American universities."

Students can be received as soon as Norway arranges to get them here, Dr. J. L. Morrill, president of the university said today. He said the donors had suggested that the fellowships be of about \$350 a year, which would provide costs of tuition and supplies and about \$200 for general expenses.

Dr. Reyerson explained that the present gift is only a start and that more money will be provided.

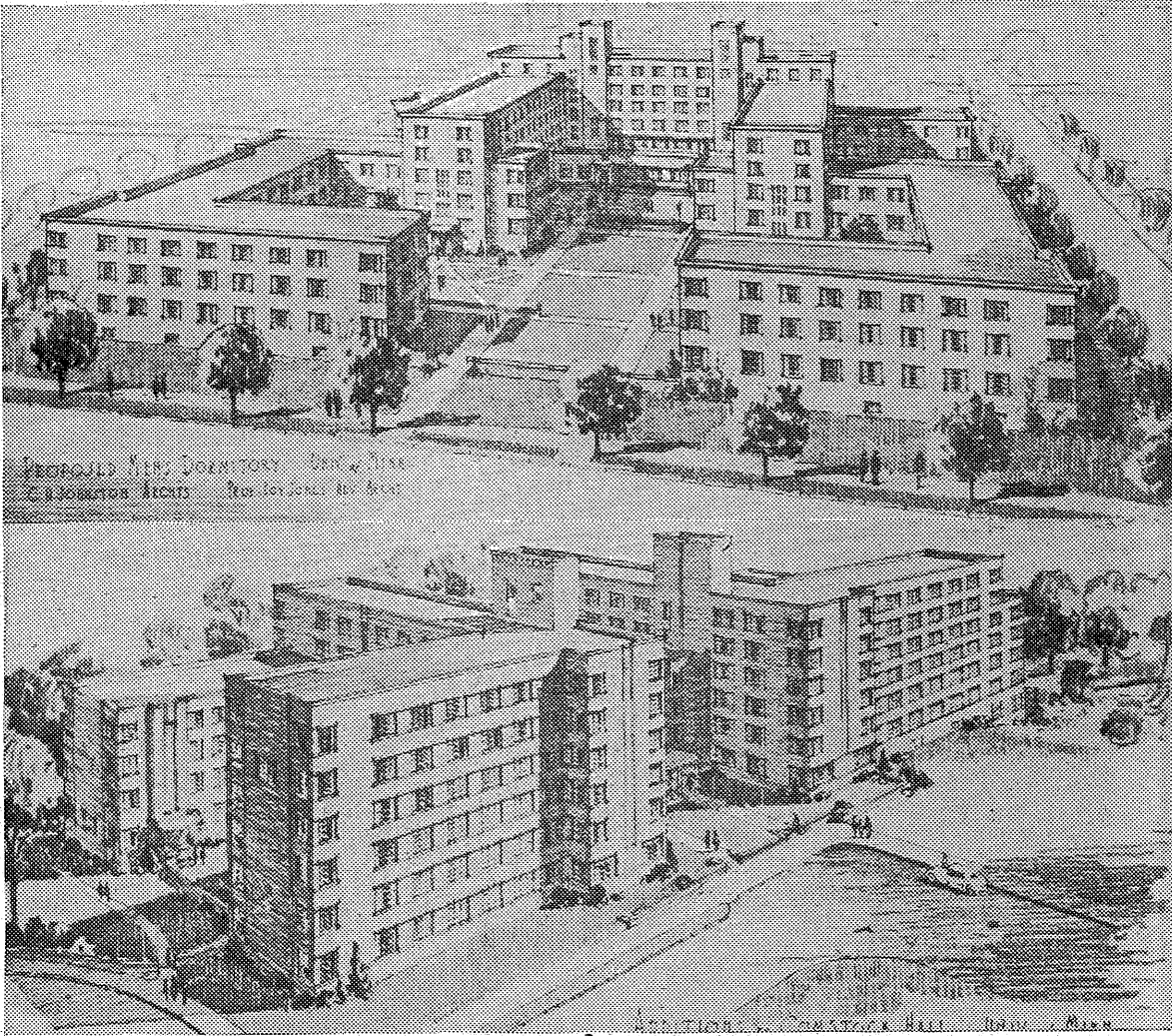
He revealed that the Norwegian Lunch club, or Torske Klubben (Coddish club) meets on the first Saturday of each month except in summer in the Curtis hotel and always has fresh coddish as the main dish. Members must be one-half of Norwegian descent. "Boss" of the Torske Klubben, as he is called, is F. O. Glasoe, an officer of Fourth Northwestern National bank.

Members of the education committee who worked with Dr. Reyerson are John L. Akslen, K. R. Andresen, B. R. Eggan, Leif R. Larson, Dr. Ivar Sivertsen, Norwegian Consul Reidar Solum, G. N. Sonnesyn and Roy W. Thorshov. Dean Theodore C. Blegen of the University of Minnesota Graduate School, in which the students will be enrolled, has served as an adviser on the project, Reyerson said.

Veterans Rush to 'U'

The Bureau of Veterans Affairs at the University of Minnesota is now interviewing and counseling veterans at the rate of about 180 a day, Curtis Avery, director, announced. Not all of this number is expected to enter the university but total enrollment of veterans of 3,000 is looked for during the winter quarter compared to 1,360 at present.

Architect's Drawings for New Dormitories Shown



Plans are nearing completion for two new dormitories at the University of Minnesota, one of them (above) for men, and the other, below, an addition of two wings to Comstock Hall, dormitory for women, with preference given those from outside the twin cities. Present plans call for a probable start on the men's building in the spring. Most of the land is in the possession of the University of Minnesota, but condemnation proceedings are under way against certain lots. Roy Jones, university advisory architect and head of the School of Architecture, has given the following descriptions of the two structures:

The new men's dormitory unit at the University of Minnesota will occupy the entire block north of the present Pioneer Hall. It will accommodate 612 men. The greater part of the rooms will be single rooms, although there will be some double rooms and a few suites, consisting of a study and two bedrooms. The total unit will be divided into 10 houses, each with its own common room and counselor's quarters. Two dining halls will be served by a central kitchen.

The two additional wings at the front of Comstock hall were part of the original plan for the building. They will provide accommodations for 223 women and will bring the total capacity of Comstock to 508. Dining halls and kitchens for that number are already provided in the present building. Most of the new rooms will be single and each wing will be provided with a lounge.

Must Strengthen Education Now Archer Warns State Association

Says Small Fraction of Cost of War Needed to Strengthen Schools

"Education or Chaos" was the subject of an address recently delivered by Dr. Clifford P. Archer, director of the Bureau of Recommendations, College of Education, before the fall meeting of the Minnesota Education Association in St. Paul. Dr. Archer recently returned to his duties after serving overseas for 18 months as a lieutenant colonel directing the Southwest Pacific branch, United States Armed Forces Institute.

His address follows: One year ago today I sat with a group of combat veterans in a grass covered hut in New Guinea discussing the desire to get the conflict over and go back home. The discussion led to a consideration of what we wanted our country to do when the war was over. The substance of an evening's discussion may be given in two statements:

1. Make sure that such a great world war will not happen again.
2. Find jobs for all who want to work at wages which will provide economic security.

The first of these statements would be endorsed by one hundred percent of all decent people of the world. The second has been supported time and again by labor groups. It was the expressed wish of industry as shown by testimony given before the Senate Committee on Banking and Currency August 28, 1945. It was also endorsed by our National Education Association in the publication, "Proposals for Public Education in Post-War America," April, 1944. Events of major significance have taken place during the past

few months. Anyone of these would have been the greatest news of any century:

Germany has fallen. The Japanese Empire is being liquidated.

The United States has become conscious of her great strength in the world.

The USSR is recognized as one of the two greatest nations.

The United Nations Charter has been drafted and ratified.

Social and industrial revolution is taking place among the great masses of the world.

These events must make us pause and ask what of the future?

From the other side of the world I had a chance to learn what other people think about us. The viewpoint of the Australian, I have since learned, is not different from that of the great masses of people all over the world. They have an immense admiration for the great productive power of this country. They have seen what our production lines have done in a few years, in turning out material for the greatest navy in the world, and how guns, planes, and other machines of war were turned out in enormous quantities for allied nations in short space of time. They accept our leadership and recognize, whether we do or not, that the world will stand or fall with the leadership we provide. They are concerned that our statesmen shall have the wisdom and the vision needed for the tasks ahead. Their economic and social welfare depends on how we as a nation arise to the responsibilities which have been thrust upon us. They have expressed concern that our statesmen haven't sufficient experience in world diplomacy. After a trip to the

Continued on page 2, column 1

Progress Made On U Housing As Regents Act

Trailer Order Supplemented With Bids for 'Vethome' Prefabs

MORE UNITS COMING

Additions to Permanent Dormitory Facilities, Plans Ready, to Start in Spring

Encouraging progress toward both a temporary and an eventual permanent solution of the University of Minnesota's housing problem has been made during the past two weeks, chief item in the picture being a legal opinion from Attorney General J. A. Burnquist holding that the university is not bound by the rider attached to appropriation bills by the Legislature forbidding the institution to spend money for housing. Request for the opinion was made by the university after its officials had conferred with legislative leaders, who indicated that such a request would be proper.

While the arrival of trailers is being delayed by winter conditions and the rush of business on hand with trailer moving companies, the Board of Regents has taken further action by authorizing university officials to call for bids on 48 two-family type prefabricated houses, which will be placed on one of the four blocks of city property recently acquired for housing. These will house 96 families of married veterans, with Minnesota men given preference. The structures will measure 20 by 36, making the single apartments 20 by 18 feet. Each will have two closets and an entry. Three central, weatherproof service facilities for toilet and laundry purposes will be erected in the block.

A week later university authorities were informed that their second request for 75 trailers had been met by the National Housing Authority which would make available either trailers or temporary housing in response to the application. Harry L. Wilson of the department of buildings and grounds left to inspect trailers and prefabricated housing in the Chicago area.

Meanwhile it was suggested that the name "Minnesota Vethome" be applied to the area on Como avenue southeast, Minneapolis, where the trailers and other housing will be erected.

Following the December 14th meeting of the Board of Regents, President J. L. Morrill issued the following statement concerning the general housing situation:

The Board of Regents acted today to supplement previous moves to relieve the housing shortage for married veterans by authorizing university authorities to call for bids on 48 two-family prefabricated houses, complete with basic furnishings. These will be erected on one of the four blocks recently acquired on Como Avenue S. E., and will provide living quarters for 96 married Minnesota veterans and their families. The specifications, to be issued within a few days, will call for structures conforming to designs prepared by university representatives following consultation with housing authorities and inspection of a number of special housing installations in the middle-west. The University has also asked the Minneapolis City Council for all necessary permits to erect these units and the central toilet and laundry facilities at the Como Avenue site.

Our urgent housing problems are of two types. We must construct permanent dormitories, along the lines of those we now have, and we must provide temporary emergency housing to be available at the earliest possible moment. The trailers that are on their way here for installation on two of the four blocks on Como Avenue, and the prefabricated houses on which we are now asking bids, represent first progress on the latter problem.

The 139 trailers we are obtain-

Dr. Blegen Will Give Distinguished Lecture Series

Dr. Theodore C. Blegen, dean of the graduate school, University of Minnesota, has accepted the invitation of the University of California to deliver a series of lectures under the Charles and Martha Hitchcock lectureship for which a speaker of national or world reputation is annually brought to that university. Among past lecturers have been such speakers as Dr. Walter B. Cannon, Jacob Viner, J. B. S. Haldane, Alexis Carrel and Niels Bohr.

Under the general theme "Folk culture and immigrant transition," Dr. Blegen, an authority on Norwegian immigration to America and the transition here of their Norwegian culture, will deliver four lectures on the Berkeley campus, "Taking stock of our folk culture," "Old world to new: immigrant bridges," "Immigrant balladry and folklore" and "Newer interpretations of American history." He will also deliver one of these lectures at the University of California in Los Angeles.

Dean Blegen's volume, "Norwegian migration to America—The American Transition" is the authoritative volume on that subject. He also is author of "Building Minnesota," "Norwegian Emigrant Songs and Ballads" and other volumes in such fields.

The lectures will be delivered during the middle of January and Dean Blegen and Mrs. Blegen, who will accompany him, will return to the University of Minnesota at the end of that month.

Besides the main lectures he will speak before various seminars and special groups in history, anthropology and literature.

Must Strengthen Education Now

Continued from page 1, column 3

United States, the editor of a large daily paper in Sydney, Australia, expressed concern that our politicians were too much influenced by polls of public opinion and were not telling the people the things they should know.

During the next few years, many visitors will come to our shores to study the United States in order to find out what makes this nation tick. In "School and Society" for November 10, 1945, John Sembower reports on the trip of Victor da Salvo of Brazil who spent two years in such an attempt. By successive stages, he concluded, it was our great wealth, or the existence of a middle class, little realizing that men may go from one class to the other, but he finally concluded that the great productive power was due to our abundance of trained personnel. Louis Brownlow, retired director of the Public Administration Clearing House, University of Chicago, ascribes that great power to a great public school system.

Are We Proving Up?

Now that peace has come, how well are we showing our qualifications for leadership? At the present time, reconversion of industry is held up by conflicts between labor and capital, our peace machinery has been stalled by our failure to reach agreements with Russia, and minority groups are not receiving either economic nor civil equality with the majority. Our legislation is governed to a large extent by pressure groups and our political leadership in many respects is woefully weak.

The war and navy departments, as well as the rank and file of leaders in our military forces and in industry, know of the great contribution of our schools to the prosecution of the war. The scientific training for which our schools gave the background at least, made possible invention of machines and skill in the use of those machines. The school training in leadership and cooperation has done much to help provide men with patriotism, initiative, and ingenuity for the military forces. However we must turn our attention toward problems of peace.

Dr. Y. C. James Yen, founder and general director of the Chinese Mass Education Movement, has said, "In this moment in which we now live, between war and peace, there is no time for small or local things. All that is thought, all that is done must be weighed for its value to the world. In the midst of dissensions, disunities, even among the Allied Nations, there is one cry that is universal among all peoples of the world, and that is the cry for peace. How are we to win and keep that peace?"

We Want Better People

We all want a better world, but what do we really mean? What is the most valuable element in the world? Is it gold or silver? No, the people! So when we say a better world we really mean we want better people.

In spite of the great contribution which education has made to society there are still certain respects in which we have failed. Over four million men were rejected as unfit for military service because of physical and mental defects. Thirteen percent of our people are functionally illiterate; prejudice and intolerance are still all too common as shown by the treatment of the Nisei and the Negro. Juvenile delinquency is on the increase. The masses of the people have little understanding of our great economic problems. We have failed to bring to our citizens a true understanding of other people. Our recent difficulties with Russia are due to our failure to understand them and of their suspicion of us.

Peace is not possible without an effective program of education throughout the world. We learned long ago that enlightened people are necessary for cooperative action. The best kind of peace machinery will not operate to prevent war unless we, who select our own officials, judge wisely as to the desirability of their decisions.

We are expected to have intelligent opinions about the situation in Europe, in the Orient, in Australia, in Russia, and in India and to understand federal spending, relief, farm surpluses, and conflicts between labor and capital. We must have an informed public opinion and must push into positions of leadership men and women of ability and courage to represent us honestly and fearlessly. The laws of economics are not the product of wishful thinking. We

'U' War Chest Workers Hear Appreciation

Special thanks for the successful cooperation of University of Minnesota people in the 1946 War Chest campaign have been received by President J. L. Morrill from David Liggett, executive secretary. He instanced the fact that Prof. Elmer W. Johnson, as director of District 47, turned in nearly 107 percent of his quota and mentioned the services of Edwin C. Jackson and Dr. Marcia Edwards, assistant dean of the College of Education.

"The backing of the university is essential to the success of our annual campaigns and we are glad to know that we can always count on your full support," Mr. Liggett wrote.

"We who are in university administration are very conscious of our obligations to the community and to the reciprocal flow of interest between the university and the community," President Morrill replied.

cannot solve our economic or world problems by political expedients. Politicians all too often appeal to the voters lowest and most selfish interests which are not always in the interests of the voter.

War Hurt Education

While there is a demand for a post-war school with increased teaching effectiveness, there has actually been a marked decline in the quality and quantity of education during the war. No school is any better than its teachers. Yet over 200,000 teachers have left classrooms since Pearl Harbor. Minnesota alone is short 2,000 teachers this year. Schools have been closed, teachers carry heavier loads of work, curricula have been curtailed and special departments have been abolished. Teachers have left to enter the armed forces, to accept higher paying positions in industry and to get married. Living and working conditions in many communities have been poor. Enrollments in teacher education institutions have decreased 60 percent. To try to keep schools open 54,000 emergency certificates were issued in the United States to teachers not qualified during 1945 and 36,000 in 1944. In Minnesota alone, the number of emergency and limited certificates has increased each year of the war. Two thousand, three hundred such certificates were issued in 1945 which is more than for the number of normal teacher replacements. In some states high school graduates were given examinations and allowed to begin teaching without any education beyond high school. For years we have been trying to get teachers for our rural schools with at least two years of training; there are less than one-half the number now teaching in those schools that we had before the war. It would take 4,500 teachers with two years of training to supply the present Minnesota rural schools with even that small amount of preparation. Conditions are not likely to improve because young people are not taking training for teaching in sufficiently large numbers. It is anticipated that the shortage of such personnel will be greater in 1946 than in any previous year.

In spite of the gradual breakdown of education, we know that school enrollment will increase by several million in the United States in a few years due to an increased birth rate. We expect the schools to assist returning veterans. We want more vocational education and guidance. We expect the schools to have better teachers, with a world vision and an understanding of our economic system. Few of our goals for society will be realized unless drastic steps are taken at once to stop the disintegration of our educational system.

Recommended Legislation

Based on our knowledge of the reasons for the decline in quality of instruction, legislation is recommended to save the schools.

1. State and federal moneys must be appropriated in sufficient amounts to provide scholarships to individuals of talent who may be selected for teacher education. Such persons would give a bond to teach for a specified number of years if they accepted the scholarship. It must be large enough in money payments to cover cost of tuition, books, board and room. We must make it attractive enough to permit the rejection of the less intelligent and

Carleton Head Speaks to Graduates



President Laurence M. Gould

those with personalities poorly adapted to teaching. By payment of the cost of teacher education Australia was able to select more carefully. In three of their states over 50 percent of these teachers were men and there were nearly 50 percent in the other three states. Unless more persons are willing to enter the profession than we can accept there will be no selection. Some state quota system for teacher training institutions might also be necessary.

2. State salary schedules must be adopted with payments required which are higher than one can get without any education. Young men and women will not go to school three or four years if they expect to get a salary less than they could command on a job without education. Even if salaries were high enough now, there must also be a guarantee to the teacher of a living wage, otherwise he will fear a slump in salaries after a long period of preparation. Teachers have left the profession because it has no security.

3. State and federal aids will be required in substantial amounts to help local schools to pay salaries which are required to obtain good teachers. State and federal aids are justified by the fact that rural areas increase in population more rapidly than urban. A high percentage of the future citizens of our cities will receive their education in our small towns and open county districts. Approximately one-fourth of the American born residents of Minnesota were born in other states.

4. Many communities will need to provide housing for teachers. In a large number of cases teachers have left communities because there were no suitable places to live. In some instances, a few brave souls are living in boxcars, summer cabins, trailers and in unsanitary rooms "over the local pool hall."

5. In order to reduce the number of teachers required to assist in financing the program and to provide better education, it is time legislation was enacted to increase materially the size of the local school administrative unit. Such a unit should be approximately as large as a county. Within that unit, schools could be opened or closed in any portion of the district. It would not mean consolidation of the whole territory. At the present time a large number of inefficient school districts are being maintained although some have closed temporarily. Where there are fewer than twenty pupils per teacher, the cost per pupil of a good teacher at a decent salary would be unreasonable. In addition, the larger unit could make better use of equipment and special teachers, and provide better supervision, new types of special education for the handicapped, and more vocational education.

The control of the school would be kept with the people through their own county boards of education elected by the people. In this day of automobiles, a county unit would be as small as a local district school was in the horse and buggy time. Minnesota is one of twelve states having as many school board members as teachers. Where county units have been adopted there have been marked economy in school operation. Studies in Illinois and other states show the savings from larger units. Utah and several other states have recently provided for school district reorganization. There are 1,637 county units of school administration now operating in the United States. Because of the size, nature of the ter-

Ebins Donate Gift to Medicine For Five Years

Five graduate medical fellowships at \$1,000 a year each, over a five-year period, have been made possible at the University of Minnesota Medical School by a gift of \$25,000 from Morris and Jules Ebin of Minneapolis, it was announced by Dean Harold S. Diehl.

The Fellowships are to go to Veterans of World War II and may be used for study in any recognized field of medicine.

In making the grant, the donors specified that the fellowships go to men who have seen military service, according to Dr. Leo G. Rigler of the Medical School, through whom the gift has been made.

Morris and Jules Ebin are lifelong residents of Minneapolis. Jules Ebin is a graduate of the University and was recently discharged from the Army.

A faculty committee has been named to select the first five recipients.

ritory, wealth, and common interests of the people, the county unit may not always be the best sized district but in any case it should be large enough to permit economy in operation and increase in educational effectiveness.

The schools are breaking down in quality and quantity of teachers. The problems of the world and of our own economic life require wise and courageous statesmen and an enlightened citizenry if chaos is not to be an aftermath of this war. We have expended three hundred billion dollars, hundreds of thousands of casualties, untold suffering and economic dislocation in a great war. The fighting men do not want it to happen again. The mothers whose sons will not return do not want it to happen again. Shall we not spend three or four billion dollars more each year in the United States, to help create world understanding, to help gain a greater insight into our internal problems, to increase the health of our future citizens and to provide education for our adult population? Illiteracy must be wiped out or the rest of society will suffer. Chiang Kai-shek said in Contemporary China, "We have won the victory. But it is not yet the final victory. The unusual power of righteousness has not simply achieved one more triumph. We and the people of all the world fervently hope that this war may be the last war in which civilized nations engage. It is my sincere belief that all men on earth—wherever they live, in the East or West, and whatever the color of their skin may be—will some day be linked together in close fellowship like members of one family. World War is indivisible and world peace too is indivisible. This has encouraged international understanding and mutual trust which will seem as a powerful barrier against future wars."

On Memorial Day, 1944, I stood by a long line of crosses at an advance base on one of the Pacific Islands. Those white crosses marked the resting places of the sons of American mothers and fathers. A chaplain gave the address of the day and paraphrased that great document by the great Emancipator which I wish to pass on to you: "Our Fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

"Now we are engaged in a great war testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

"But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The grave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be dedicated here to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that

McCormick Urges Broader Physical Program at 'U'

More Competition, Graduate Courses, New Buildings Desired

Plans for large-scale expansion of facilities and staff of the department of physical education and athletics at the University of Minnesota and development of a broader program of competitive athletics for students was outlined by Frank G. McCormick, department director, before the board of regents in its December 14 meeting.

As organizer and director of the huge competitive athletic plan put into operation by the U. S. army following V. E. day for its men in Europe, McCormick saw at first hand the tremendous advantages of such a program over one featuring regimented group exercise.

It is McCormick's aim to add boxing as an intercollegiate sport, and to provide the best available supervision to insure constructive results. Opportunities for student participation on at least twice as large a scale as is possible under the present varsity team system will be provided under Director McCormick's plan for development of B-team competition in all sports. He indicated that he will start in the near future to work up schedules for these sub-varsity teams.

Construction of two new buildings to provide urgently-needed athletic and recreational facilities is included in the over-all expansion program set forth by McCormick. He is particularly eager to get a winter sports building under way, and suggests that it include two rinks—one for hockey, and another for figure skating, speed skating and open skating. (Such a building would permit widely expanded intramural sports activities and provide desirable recreation for large numbers of men and women students.)

The other structure proposed by Director McCormick is an indoor sports building. With an enrollment of 12,000 male students seen as a possibility within a year or two, this project will be needed to house adequate facilities for a well-rounded intramural and intercollegiate program.

Mr. McCormick also advised the regents that he hopes to broaden the physical education undergraduate curriculum, and to add graduate courses which will lead to a master's degree in physical education and the doctor's degree.

Bernie Bienman, head football coach, followed Director McCormick before the board. He stated that his experience as director of physical conditioning at the navy pre-flight school at Iowa City had emphasized to him the advantages of comprehensive competitive athletics. Bierman joined McCormick in commending expansion at the University of Minnesota of such a program.

Bierman spoke briefly of the future of Minnesota football, and said he visualized a gradual upswing. He predicted that competition from outside schools for athletes in this area would become increasingly keen. Bierman placed himself on record as favoring a middle-of-the-road policy designed to make enrollment at the University of Minnesota as attractive as possible to prospective athletes living in the area from which Minnesota draws the bulk of its students, without offering inducements that would in any way infringe conference rules.

Dr. Homer Smith Speaks

Dr. Homer J. Smith, of the College of Education, made two addresses October 4 at a regional convention in Regina, Saskatchewan.

This nation, under God, shall have a new birth of freedom; and that government of the people, by the people and for the people shall not perish from the earth."

And we have learned that if this nation is to have a new birth of freedom, so the world must also have it. If we are to have economic prosperity—the masses in India, China, and Russia must have it too. If we are to be members—all of one world—then the illiterate masses of the world must also be enlightened. Let us begin by putting our own house in order. Let us learn to understand others, let us build a teaching force alive to internal and world problems! The world will little note nor long remember what we say here. May we so act that they can never forget what we do here.

New People Come to Teach At University

Important Additions to Faculties Made Since Year Began

In addition to the return from varying types of war service of large numbers of University of Minnesota faculty members, important additions to the faculty through new appointments have been made this year.

In the department of civil engineering George J. Schroepfer has been made full professor of civil engineering, with sanitary engineering as his specialty. This was the specialty of Professor Frederic Bass, who retired three years ago after long service as head of civil engineering. Prof. Schroepfer is a graduate of the University of Minnesota with three degrees. During construction of the Minneapolis-St. Paul sewage interception and disposal system he was assistant chief engineer of the project, known as the Minneapolis-St. Paul Sanitary district, and from 1938 to 1945, when he came to the university full time, he was chief engineer and superintendent of that district. For the past two years he has been a lecturer in engineering.

Dr. Robert W. Winslow has been named assistant professor of music education to handle the rapidly expanding enrollment in music education, the training of those who intend to become teachers of music, especially in the public schools. A native of Portland, Maine, Dr. Winslow attended the Eastman School of Music in Rochester, N. Y., from which he holds two degrees and also holds the degrees master of education and doctor of education from Columbia University. He came to Minnesota from the University of Arkansas, where he both taught and for four years led the Army Air Corps band. He had previously taught in Washburn College, Topeka, Kansas, and in the Rochester, N. Y., public schools. His specialization is in the psychology of music and in oral rather than instrumental aspects of the art.

Philip D. Jordan has been named associate professor of history, coming to Minnesota from Miami University, Oxford, Ohio, where he had taught since 1933. He is a graduate of Northwestern university with a doctor's degree from Iowa. Dr. Jordan is the author of three volumes in American history and is a prolific contributor to historical periodicals. In 1943 he held a regional writing fellowship from the University of Minnesota and the manuscript he then wrote will soon be published by the University of Minnesota Press.

Milton Friedman has been appointed associate professor of business administration, School of Business Administration. Dr. Friedman is a statistician with degrees from Rutgers and Chicago and a doctorate from Columbia university. He has taught at Columbia, Wisconsin and in the graduate school of the United States department of agriculture, Washington. His most recent position was that of associate director, statistical research group, division of war research, in Columbia University. He has also been associate economist with the National Resources committee, on the research staff of the National Bureau of Economic Research and a principal economist with the United States Treasury department.

William J. Micheels has been appointed associate professor of trade and industrial education, filling the vacancy caused by departure of Dr. Verne C. Fryklund to become president of Stout Institute, Menominee, Wis. Dr. Micheels is a graduate of Stout Institute and holds master and doctor's degrees from Minnesota. He has taught in the Shelby, Mont., public schools and in University high school. Since 1942 he has been with the Armored Forces School at Fort Knox, Ky., and more recently with the office of defense transportation, division of transport personnel. He is widely known both as a teacher of industrial education and for his writings.

Dr. Edgar L. Piret of chemical engineering, who has been away doing war work, has been promoted to a professorship and will return to that department. Professor Piret, who is a United States citizen, was born in Winnipeg, Canada, in 1910 and attended the University of Minnesota, receiving his bachelor of chemical engineering in 1932 and his doctor's degree in 1937. He also holds a doctor's degree from the University of Lyons, France. He

New Leader in Music Education



Dr. Robert W. Winslow

joined the Minnesota faculty in 1937 and became an assistant professor in 1941. Besides his teaching he has had experience in industrial research.

Coming from a position in Washington, D. C., as associate historical specialist in the office of the chief of engineers, War Department, George H. McCune has been appointed associate professor of social studies in the General College. A native of Pittsburgh, he holds degrees from Grove City College, the University of Pittsburgh and the University of Minnesota, from which he received his doctorate. He had taught in secondary schools in Pennsylvania and in University high school before being transferred to the faculty of the General College in 1941.

To fill the position in the School of Architecture made vacant when Capt. Walter Huchthausen was killed on Leyte, the regents have appointed Harlan E. McClure to an assistant professorship. He is a graduate of George Washington University School of Architecture, where he won high honors. Studying under a fellowship, he obtained the degree, master of architecture, from the Massachusetts Institute of Technology. He made an outstanding record while studying under a fellowship at the Swedish Royal Academy. His war services have taken him to both the European and Pacific theaters.

Appointment of Stefan Emanuel Warschawski as professor of mathematics and mechanics in the Institute of Technology, has been reported before by Minnesota Chats. Born in Lida, Russia, in 1904, he is now a citizen of the United States. He has studied at the Universities of Koenigsberg, Goettingen and Basle, from which he holds the doctor's degree. In this country he has held teaching posts at Columbia, Cornell, Rochester and Brown and from 1939 to 1944 he was associate professor at Washington University, St. Louis, from which he was on leave doing war research when appointed at Minnesota.

Institute Honors Minnesota Dean

Prof. Thomas L. Joseph, assistant dean for the School of Mines, University of Minnesota, has accepted an invitation to deliver the Henry M. Howe memorial lecture before the annual meeting of the American Institute of Mining and Metallurgical Engineers in Chicago, Feb. 24. The invitation goes annually to a metallurgist "in recognition of outstanding attainment in the science and practice of iron and steel metallurgy."

Dr. Joseph's technical and scientific contributions to blast furnace operation are the basis of his reputation, especially his studies of the needed raw materials and their relation to the efficiency of operation of blast furnaces. His studies of conditions inside an operating blast furnace have led to numerous operational improvements. According to him, the most modern blast furnaces can turn out iron at the rate of a ton a minute.

Dickerman Leaves University

Watson Dickerman, after eight years as Extension division program director, has left the University to become assistant to the director of the extension division at the University of California. Mr. and Mrs. Dickerman stopped en route at a cousin's ranch in Montana for a short vacation.

Finds No Place For Sculpture In Commerce

John Rood, nationally-known sculptor in wood and artist in residence at the University of Minnesota delivered the weekly convocation address Thursday, Dec. 6, in Northrop Memorial Auditorium. "Sculpture is an art, too," was his subject. Rood came to the University of Minnesota two years ago and is both teaching and practicing his art. He has also lectured in colleges throughout this area.

He said in part:

The title of my talk this morning is "Sculpture Is an Art Too," and the reason for this title is that sculpture in our time is the most neglected of the arts. In exhibitions made up of painting and sculpture, the art critics give columns of type to the paintings and in a brief paragraph at the end say something to the effect, that "included in the exhibition were a dozen or so pieces of sculpture," which they dismiss as being of mediocre quality, or in any case of no importance.

The reason for this is that we do not have any critics in this country who are as familiar with sculpture as they are with painting. Also, people generally do not understand what sculpture is: they do not understand its function, its value in our culture, or the means whereby it is created, it is amazing to a sculptor what people do not know about sculpture!

Why is this? In the periods which we recognize as the greatest in art, sculpture was the foremost. This was true in Egypt, Greece, and during the middle ages. When we think of Egyptian art, we think of their sculpture first. They also thought of it first. Architecture at that time was in itself a kind of monumental sculpture. Their painting was thought of in sculptural terms. The same was true of the Greeks. Their temples, also conceived in sculptural terms, were built to house a piece of sculpture which they worshiped. The glory of the Gothic cathedrals was their sculpture.

And yet, sculpture has been neglected and is neglected in our time. In our universities, one course in sculpture is offered to every five in painting—and this is being very generous; in many of our universities, sculpture is not taught at all, though painting, music, literature, and architecture are well represented.

Could it be for the reason that sculpture does not make money? Except in a few rare cases sculptors work at their own expense. Their work cannot be sold above the counter of a ten cent store.

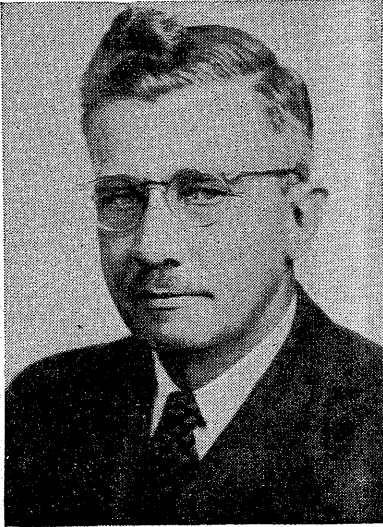
Painting is another matter. Painters can and do go into advertising, commercial art, illustration. As yet there has been found no place for sculpture in commerce. I'm not sure it would be a good thing if such a place could be found, for any art planned to be used in this way is not art because it has to do with falsification of values in most cases; art used in this way is slanted toward the making of money, and money has nothing to do with art any more than it has to do with love or religion or faith or any of the other intangibles.

Then, if art has nothing to do with money, what is its value? We speak of it as being "cultural" without knowing just what we mean by that. It used to mean something for girls to catch husbands with. I think we have learned that this does not always pay off.

What, specifically, is the value of sculpture? The main value of any art is to reiterate to ourselves that we are human beings, not animals. We need this reiteration all the time, because it is so much easier to be an animal than it is to use our intelligence and be human. Art is a way of understanding, and understanding is one of our greatest possibilities as human beings.

Understanding does away with bigotry, intolerance, brutality. But how does art make us understand? We look at a wash woman by Dautner and can feel her tiredness. We look at a nude figure by Maillo and understand the beauty and nobility which is in man. We look at an absinthe drinker by Picasso and realize the degradation to which people can descend. A Head of Christ by Roualt makes us aware of his suffering. We gain understanding of people with whom we otherwise might not come in contact, and we also gain an understanding of people who are known to us. The people in Grant Wood's "American Gothic" might be our next door neigh-

Will Lecture In California



Dean Theodore C. Blegen

Support Prices For Hogs Stated

The support-price schedules announced by the government still put a premium on early spring farrowing and pushing pigs fast for an early market. H. G. Zavoral, extension animal husbandman at University Farm, has pointed out. This places Minnesota farmers who have to deal with a northern climate at something of a disadvantage, but many who have the equipment and feed have a good chance to market hogs before next September 30, Zavoral said. He urged swine growers to familiarize themselves with the price support schedule and to plan their production as far as possible to take advantage of it.

The present average price support of \$13 per hundred (Chicago basis) for good and choice butchers has been extended to September 30, 1946. From October 1, 1946, to September 30, 1947, the support price will be reduced to \$12, according to announcement. However, this support price is an "average" and will be subject to seasonal changes. In order to strike an average, the support price may drop as low as \$10.75 (Chicago basis) if there is a heavy run in December, 1946, and may go as high as \$13.25 during the light marketing of September, 1947. Lowest support prices will prevail during the months of heaviest run and the highest during months of normally lightest run.

Zavoral points out that demand for pork at present far exceeds the supply, and the government is asking for about the same number of pigs in 1946 as in 1945. Most authorities feel that the demand will remain strong throughout 1946.

Shows Australian Reef

Motion pictures in color of one of the world's most picturesque regions, the Great Barrier Reef off the north coast of Australia, were shown recently in the auditorium of the Museum of Natural History, University of Minnesota. The pictures were displayed by a representative of the Australian government, T. C. Ruffley, superintendent of fisheries, who was sent to this country by the Australian government.

If we each had complete understanding of others in our own community as well as the people of other nations, we might even come closer to preventing wars than we do by the discovery of a new and powerful weapon such as the atomic bomb—which until now we know only as an instrument of destruction.

This leads us to the argument as to whether art should be "pure"—that is, abstract, formal—or whether it should have meaning, subject matter, sentiment. Obviously art should have both qualities. It should be true to its medium, for instance, stone which is heavy should be kept heavy in mass and not spun out into thin strands more suitable to metal.

A complex situation, involving much explanation, should be in writing rather than in paint, or stone or music. In other words a sculpture in stone or wood should look as if it were in those materials. It should be designed and executed in such a way as to take advantage of the peculiar qualities of stone or wood.

We are going to look at pictures this morning and as we go along, I will try to explain in each instance how the sculpture has been made and what has been said in the work that leads to a greater understanding of people and our environment.

Need Fewer, Bigger Fish Says Expert

It's having big fish in a lake to keep down the numbers of their smaller brethren by eating them that makes for a balanced fish population and good fishing in a Minnesota lake, says Dr. Samuel C. Eddy, zoologist of the University of Minnesota. And it's the big fisherman, with tackle and bait designed chiefly to attract big fish who keeps down the numbers of the big, predacious fishes until we get the not uncommon condition of swarms of small bass, sunfish or crappies and very few or no large ones.

Dr. Eddy explained this and other things at a recent institute for Minnesota resort operators at the university.

"It's not a lack of numbers of fish," he said. "More pounds of fish per acre can be caught in a lake where there are fewer fish but larger ones in a natural balance."

Thus he cited and showed pictures of, for example, four four-year-old bass taken in a crowded lake which together weighed a pound and a half while two three-year-old bass taken in a balanced lake weighed more than a pound and a half. The same thing, he said, goes for such species as crappies and sunfish.

"One reason I have always opposed winter spearing," he said, "is that it removes the big predators, especially the large northern pike. Once a lake becomes overpopulated with small fish and underpopulated with large it is extremely difficult to get it back into balance. It must be remembered that the small fish breed also, and the population goes on increasing."

Despite the fact that many fine lakes are fished almost exclusively for one type of fish, especially the wall-eyed pike in this state's larger lakes, the problem of increasing the kinds of fish available is a very ticklish one, Eddy told the resort people. "The great example on an error in this process was the introduction of carp," he pointed out. "Despite that, we have had people urge us to plan goldfish, which are a type of carp."

Planting of smelts in Minnesota lakes has been proposed, he said, but has been overruled by the game and fish department because of fear of what this species might do to existing species. Bullheads and perch, he added, may be a danger in lakes that are out of balance and have too few large predators. They may increase so rapidly as to take over from more desirable species. Both exist in most lakes but are kept in balance by other species.

Dr. Eddy said that every kind of trout and even the Atlantic salmon have been planted experimentally in Minnesota lakes but have died out with the exception of the lake trout species that are native to certain types of lakes on the border and to Lake Superior.

The muskellonge is the fabulous fish most people want to catch, but is very hard to propagate, said the university expert. In his own breeding experiments he has found a very high mortality among muskies in their first two or three weeks of life. Nowhere, he said, even in recognized muskie waters, is this fine fish really numerous.

He praised the new "silver pike," a form of northern pike that has lost its mottled markings. The fish is a northern pike, he explained, but of a different kind, just as there are breeds of dog or chicken.

Orchestra Plays "Toy Symphony"

Haydn's "Toy Symphony," in which most of the instruments employed are toys, such as a toy trumpet, toy drum, jewsharp, rattle and sleighbells, was played as the closing feature of the annual fall concert of the University Symphony orchestra. It was conducted by Prof. Paul M. Oberg, music department head, in Northrop Memorial auditorium. The "Toy Symphony" was originally called the "Children's Symphony" and because of the difficulty of assembling the necessary instruments it is seldom produced. Regular instruments called for are first and second violins, cello and bass. The sleigh bells used were brought to this country many years ago by a Swedish family who settled near Cass Lake. They are now the property of Prof. Otto Zelter. The last movement of the symphony is repeated three times, each at an increasing tempo.

University Makes Good Start on Housing Solution

Continued from page 1, column 5

ing from Indiana and Wisconsin will continue to arrive and will be rushed into position on foundations now being prepared. Transportation difficulties will probably prevent us from having all of them in place until well into the winter quarter. It is my hope, however, that the prefabricated houses we shall order will be ready even before the last trailers arrive.

We have under way at some stage four projects for permanent dormitories. These are the new Pioneer Hall unit on the Minnesota College block, across the street from the present Pioneer Hall; an addition to the women's dormitory, Comstock Hall; an addition to Thatcher Hall, the dormitory for married graduate students at University Farm; and some type of permanent dormitory-apartment construction on the block on Como Avenue not occupied by either trailers or prefabricated dwellings. For these several projects the University has on hand between \$600,000 and \$700,000 and must arrange in some way the remainder of the financing which, for all types of projects, involves around \$2,000,000.

Pioneer Hall: Plans for the new structure are about 85 per cent complete. The greater part of the block on which it will stand has been acquired but condemnation proceedings must still be carried through for the acquisition of several individually owned lots covering about one third of the block.

Comstock Hall addition: Plans for this structure have been completed. It does not, however, hold top priority rating in the university's building program at present. However, construction of any facilities will give some relief by releasing private housing for use by additional students, veterans and non-veterans alike.

Thatcher Hall addition and permanent development on Como Avenue: These are still in the drawing board stage but are definitely a part of the program.

Let me repeat that the details of financing these projects have yet to be worked out, although no insuperable difficulties are anticipated. In addition, the University of Minnesota faces the same obstacles in the matter of obtaining materials, plumbing and heating equipment, and the like that are now general in this country. Developments and proposals of recent days at the national level with respect to housing problems generally are encouraging, and may work to our ultimate advantage. We hope to be able to start construction in the spring and to push it then as rapidly as possible.

Of great interest to friends of the University of Minnesota is the opinion issued by Attorney General Burnquist. Points in the statement above to the effect that the university will go ahead with dormitory construction are predicated on what the attorney general rules. His complete statement, which includes a restatement of three questions asked by the university through W. T. Middlebrook, vice-president for business administration, follows:

Mr. W. T. Middlebrook
Secretary, Board of Regents
University of Minnesota
Minneapolis, Minnesota
Dear Mr. Middlebrook:

Laws 1945, Chapter 610, Section 2, Item 1, appropriates to the University of Minnesota for maintenance and improvements for the year ending June 30, 1946, \$3,825,000, and for the year ending June 30, 1947, \$4,825,000. One of the provisos contained in the appropriation act and here relevant reads as follows:

"The foregoing appropriations to the University of Minnesota are based upon the condition that the Board of Regents do not, during the biennium ending June 30, 1947, erect from any funds whatsoever any housing facilities or dormitories in Minneapolis or St. Paul."

For the purpose of procuring an opinion of the Attorney General on the legal effect of the above quoted provision, you have submitted the three following questions:

"1. May the Legislature by the proviso quoted above limit the power of the Board of Regents to erect housing facilities or dormitories in Minneapolis or St. Paul which would be paid for by funds other than those appropriated by the Legislature?"

"2. Assuming that question No. 1 is answered in the negative, has the Board of Regents by the acceptance of the appro-

priation in Laws 1945, Chapter 610, Section 2, Item 1, and the expenditure thereof in part, bound itself to refrain from erecting any housing facilities or dormitories in Minneapolis or St. Paul during the current biennium?"

"3. If, during the present biennium, the Board of Regents should erect any housing facilities or dormitories in Minneapolis or St. Paul which would be paid for by funds other than the appropriations hereinafter referred to, will the appropriations made by Laws 1945, Chapter 610, Section 2, Item 1, continue to be available for expenditure for maintenance and improvements as therein provided?"

In answering your first inquiry, attention is called to the fact that in the frequently cited decision of 1928, rendered in the case of **State ex rel. University v. Chase**, 175 Minn. 259, and in other cases since that date, the supreme court of our state has consistently held that:

"The people by their constitution chose to perpetuate the government of the University which had been created by their territorial legislature in a Board of Regents and the powers they gave are not subject to legislative or executive control; nor can the courts at the suit of a taxpayer interfere with the board while governing the University in the exercise of its granted powers."

Among the powers so given the Board of Regents by the original University charter in 1851 and perpetuated by the state constitution in 1858 is the expressed authority to construct buildings. In the case of **Fanning v. University of Minnesota**, 183 Minn. 222, it was held that without a legislative appropriation, if the University has other funds available therefor, it may use them for the construction of dormitories. Therefore, it is clear that notwithstanding the proviso in question, the Board of Regents has the authority to erect housing facilities.

Your second question involves primarily the power of the legislature to attach to the legislative item herein considered the proviso that the appropriation is based on the condition that the Board of Regents do not erect during the biennium ending June 30, 1947, from any funds whatsoever any housing facilities or dormitories in Minneapolis or St. Paul. If that condition, which was obviously intended to have the effect of preventing not only the use of the funds appropriated by the legislature but all other University funds for dormitory construction, is invalid as applied to the latter, such invalidity is by itself sufficient to render the acceptance by the Board of Regents of all or a part of the appropriation of no binding effect in preventing the Board from constructing housing facilities or dormitories from other available funds.

The constitutionality of the condition under consideration, in so far as it attempts to make the entire appropriation for maintenance and improvements unavailable if the University uses funds not appropriated by the legislature for dormitory purposes will be passed upon in the answer to your third question. The position therein taken makes it unnecessary to discuss in this connection the power or lack thereof on the part of the Regents to surrender to the legislature any portion of the duties imposed or authority conferred upon them by the constitution in the matter of the expenditure of such University funds as are not acquired through a legislative appropriation but unconditionally held by the University Board and under its exclusive control for the benefit of the people of the state.

Your third inquiry requires a consideration of the question as to whether the University Board's expenditure for dormitory construction by the use of funds which have not been appropriated by the legislature but are otherwise available for that purpose will render the appropriation made by Laws 1945, Chapter 610, Section 2, Item 1, unavailable for expenditure for University maintenance and improvements as therein provided.

That the legislature has the power to place proper conditions on the expenditure of the funds which it appropriates is obvious. However, in the matter under consideration the proviso in question appears to be an attempt to prevent for the construction of housing facilities the use of not only

the legislative appropriation but also of any other University funds. If that condition and others similar thereto are to be held valid as applied to funds not appropriated by the legislature, they may ultimately result in the actual control by the legislature of all University expenditures. Any legislation, the effect of which is to deprive the Board of Regents, directly or indirectly, of their powers to manage the expenditure of funds belonging unconditionally to the University constitutes a violation of the state constitution which, as construed by our supreme court, gives to the Board of Regents the power of exclusive management of the University and its affairs. It is clear that the existence of the University and its functions depend largely upon legislative appropriations. If it should be held by the courts that the legislature can legally make such appropriations unavailable unless the Board of Regents refrains from using other University funds which are under exclusive control of the Board of Regents for purposes opposed by legislators or unless the Board uses such other funds for purposes favored by legislative members, it is apparent that the state legislative department would eventually acquire a control of the University management which, as above stated, the constitutional provisions pertaining to the state University as construed by the supreme court were intended to prevent.

Until the people of the state modify their constitution by adopting an amendment which will transfer the control of the University from the Board of Regents to the state legislature, it would not appear that legislation can be constitutionally enacted for the purpose of imposing in connection with a legislative appropriation to the University a condition intended to prevent the expenditure of funds that the legislature has not appropriated.

It is, therefore, my opinion that the portion of the proviso in question which applies to funds of the University other than those appropriated by the act here involved is null and void.

The question then arises as to whether the invalidity of a portion of the proviso invalidates the entire appropriation.

Minnesota Statutes 1941, Section 645.20, contains the following provision:

" * * * If any provision of law is found to be unconstitutional and void, the remaining provisions of the law shall remain valid, unless the court finds the valid provisions of the law are so essentially and inseparably connected with, and so dependent upon, the void provisions that the court cannot presume the legislature would have enacted the remaining valid provisions without the void one; * * *"

It is, I believe, the constitutional duty of the legislature to appropriate funds for University maintenance and improvements in such amounts as it deems necessary and proper without directly or indirectly violating the constitution by imposing conditions that the Board of Regents shall expend or refrain from expending funds over which the legislature has no control. The constitution provides that:

"It shall be the duty of the legislature to establish a general and uniform system of public schools."

In *State ex rel. Smith v. Reed*, 125 Minn. 194, the court said:

"The university * * * has always been recognized as a public institution, forming a part of the educational system of the state * * *"

With the duty resting upon the legislature to appropriate funds for the University's maintenance and improvements, it is inconceivable that at a time of acute housing shortage the appropriation in question would not have been passed without the unconstitutional proviso intended to discourage the construction from any funds whatsoever of needed University dormitories.

The main purpose of the act was to comply with the constitutional duty to provide the University with sufficient funds to enable it to continue its operations. The provision, having for its obvious purpose the prevention of expending any funds whatsoever for housing construction, must be construed as so incidental to the chief object of the legislation that its elimination would not have resulted in the legislature's failure to enact the necessary appropriation.

To hold that the invalidity of a portion of the proviso invalidates the entire appropriation which is essential for the continuance of

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T. E. Steward, Editor, 14 Administration Building
University of Minnesota, Minneapolis—14

Married Vets From Minnesota Get First Choice

Married veterans from Minnesota who have children have been rated for first priority in the allotment of special, temporary housing facilities of the University of Minnesota, Joseph C. Poucher, director of service enterprises, announced. Applications closed December 27. Applicants had to be approved by the Bureau of Veterans Affairs on two counts, that they were bona fide students and that they had not received dishonorable discharges from service.

Minnesota married veterans without children were given second priority; outstate married veterans with children, third, and outstate married veterans without children, fourth.

Poucher announced that if applicants in the first and second classes were more numerous than the apartments available, a drawing by lot would be held.

Prospect for early arrival of any large number of trailers has recently dimmed, he said. Moving of trailers is handled by specialized companies and they have been extremely busy, in addition to which, weather has been an unfavorable factor for long truck hauls.

Call Bob Fitch Most Valuable In Football

For his consistently high standard of play throughout the season and for his personal sacrifice in devoting his time to the football team, Bob Fitch, veteran Minnesota lineman, was voted the most valuable player on the Gopher squad by his teammates at the final official squad meeting of the year.

In receiving this honor, Fitch becomes eligible for the Chicago Tribune silver football trophy, annually awarded to one member of a Big Ten team chosen as the most valuable in the conference.

Fitch's selection by his fellow Gophers came as no surprise for no member of the team had given more of himself in a losing cause than Fitch.

Switching from end, the position he played as a Gopher in 1940-41, Fitch moved to tackle in an effort to bolster a weakness in the Minnesota line.

In early season games Fitch was evidently not at home in his new position but as the year progressed his development was astonishingly rapid.

At the end of the season Fitch had proved himself to be the equal of any tackle in the Big Ten.

In addition to his value to the team as a player, Fitch doubled in the role of unofficial line coach. Employing his vast experience as a player, the ex-coast guardsman devoted what few spare practice moments he had to coach the less experienced members of the team.

University instruction, would, I believe, be legally unsound and not in accordance with the last quoted statutory provision.

For the reasons above stated it is my opinion that the proviso here involved is invalid in so far as it applies to funds not appropriated by the act of which it is a part; that the proviso does not limit the power of the Board of Regents in the construction of housing facilities or dormitories from available funds that are not derived from the appropriation under consideration; that the acceptance by the University of the appropriation made under Laws 1945, Chapter 610, Section 2, Item 1, does not bind the Board of Regents to refrain from using other available funds in the construction of housing facilities or dormitories; and

Men Hear Plans For V-12 End

Naval trainees at the University of Minnesota have been informed by Com. Hylan B. Lyon, executive officer, of the alternatives they may select as a result of the prospective termination of the Navy's college training program. V-12 programs will be terminated at Minnesota at the end of winter quarter and there will remain only the NROTC on the prewar basis unless Congress changes its mind.

The men fall into three groups as to their future in the navy. Those who are completing the required navy training curriculum will be graduated and commissioned ensigns on Feb. 23 and will remain on active duty. These number 129 men in V-12 and 71 in straight NROTC.

Men who are completing their seventh term in V-12, namely, one term short of completion, have the option of being commissioned and remaining on active duty, or of being released to inactive duty in enlisted status in order to complete the course at their own expense. These will be commissioned upon the successful completion of that training. At Minnesota this group numbers 40 men.

The remainder of the navy men on campus, 243 members of NROTC in the second and third classes are given three options. The first of these is that, like the seventh termers, they be released to inactive status and continue their training at Minnesota. These will comprise the NROTC that will continue after other programs have been discontinued. They will receive from the government the equivalent of one commuted ration per day and will be fully entitled to receive further training and will be eligible for all benefits provided when Congress enacts a law governing the peacetime NROTC. This is expected to be ready before July 1, 1946 and may provide monthly payments up to \$50 for NROTC members. They may also, if they wish transfer to an NROTC at any other college which will accept them.

Other alternatives of these men would be to transfer into the V-5 flight training program, which, however, is not represented at Minnesota, or to transfer to the status of an enlisted man and serve in the navy until eligible for discharge under general demobilization policies.

All men who are commissioned and enter service before acquiring enough credits for graduation will be eligible, upon discharge, to attend college under the G-I bill to carry on their education.

"Any trainee who is returned to inactive duty to complete his education," said Com. Lyon, "must obligate himself to accept a commission in the naval reserve upon completion of training. On commissioning he will be ordered to active duty if his services are required and he has not sufficient points for release."

Hibbing Concern to Build

The H. L. Stavn Company, Inc., of Hibbing has been awarded the general contract for erecting a girls' dormitory at the University of Minnesota's Northwest School and Station, Crookston. It will house 117 girls. The successful bid was \$150,700. The plumbing and heating contract was awarded to the Reuben L. Anderson Co. of St. Paul for \$17,967 and the electrical contract went to Spencer Electric Co., Minneapolis, for \$8,294.

that the sums appropriated by the 1945 legislature for the University's maintenance and improvements, although not available for erecting of housing facilities, are available for expenditures as in the appropriation act provided, notwithstanding the use by the University of other funds for dormitory construction.

Very truly yours,
J. A. A. BURNQUIST
Attorney General

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'U' Attendance At Flood Stage Before Expected

Rush of Veterans Takes Enrollment to Pre-War Levels at a Bound

With 14,820 students now on the campus and registration due to continue through this week in some colleges, especially in the graduate school and college of education, Dr. William S. Carlson, University of Minnesota dean of admissions estimated that final reports would show 15,500 to 16,000 full-time men and women enrolled in the University of Minnesota. Of these, he said, approximately 14,630 will be civilian students and 900 students being taught on contract for the army and navy.

The 14,820 now reported are made up, he said, of 13,920 regularly enrolled, an increase of 68 percent over the number in college last year at this time, and the 900 contract military students. At the corresponding date last winter enrollment was 8,299 civilians and perhaps 2,000 contract students.

Biggest gains over a year ago are 287 percent in the Institute of Technology, 229 percent in the Law School, 219 percent in the School of Business Administration, 128 percent in Pharmacy, 80 percent in the General College, 73 percent in the College of Science, Literature and the Arts and 58 percent in Agriculture, Forestry and Home Economics.

In terms of actual students the College of Science, Literature and the Arts is up 2,193, Institute of Technology, 1,639, General College, 401, and in the entire university a gain of 5,621 students above the winter quarter of 1945. Gain over the fall quarter just past is 37 percent, Dr. Carlson said.

How Situation Stands

Results of a questionnaire sent to deans of the various schools and colleges by President J. L. Morrill were analyzed by Malcolm M. Willey, vice-president, who said five points in the university situation stand out, housing apart.

1. The university has absorbed the big and unexpected rush more easily than had been anticipated when the big registration was at its peak. There have been some additions to staff and some increase in the number of class sections.

2. Classes are now appreciably larger.

3. Relatively few classes have been closed to further enrollment, though there are a number of exceptions to this in the Arts College and General College.

4. Classes in beginning subjects are especially crowded because so many of the entering students are freshmen, and new sections have been established in beginning subjects.

5. The increase in numbers of students and the fact that more live at a distance from the campus is throwing an additional burden on library study and reading rooms.

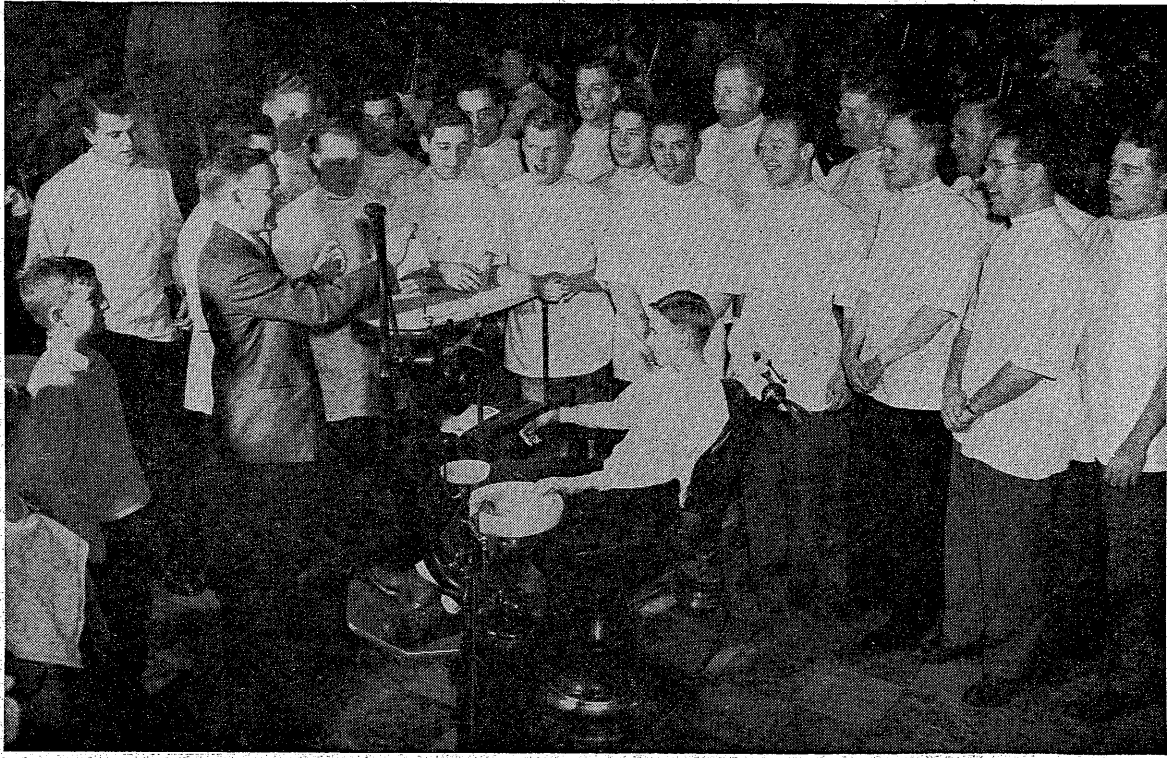
None of the regular university procedures has broken down under the sudden load, President Morrill said, but there is obvious congestion in some areas.

"The crisis was mainly in the registration procedure itself," President Morrill said. "I should have done in a larger physical space. Furthermore, many students came with uncertain credits for entrance and undetermined objectives, and these required more than the normal time for registration."

President Morrill informed university officers that a similar rush must be anticipated for the spring quarter and said new procedures will have to be worked out so that the machinery will work more smoothly and swiftly at that time. He urged the committee now studying more intensive use of classroom space to speed its work to completion so that exact conditions may be known.

Dean E. G. Williamson, dean of students, said the counseling bureau and bureau of veterans affairs are already consulting with

Dentistry Student Chorus Sings for Its Patients



Dr. Robert Winslow is shown directing the Psi Omega (dental fraternity) chorus as it sang Christmas carols in the big dentistry clinic room for young patients for whom the rest of the proceedings were boring.

Mayo Professorship in Public Health To Be Supported by Foundation, Gift

First Permanently Endowed Chair in University Goes to Medical School

The first permanently endowed professorship in the University of Minnesota was created Jan. 11 as the Mayo Professorship in Public Health when the board of regents accepted endowment of that chair by the Mayo Properties Association. To pay the salary, which will not exceed \$10,000 a gift of \$150,000 was made to the University by the Mayo Properties association, which specified that over and above the income from that sum the total will be made up from the income of the Mayo Foundation for Medical Education and Research.

Dr. Harold S. Diehl, dean of medical sciences, said he thought appointment to the new chair would be made between now and

from 150 to 200 veterans daily, many of whom are expected to enroll when spring quarter begins.

"Postwar Crisis" Here

Confronted with a flood of new students beyond precedent at this time of year which seems certain to carry enrollment past the previous all-time high of 15,500 in the fall of 1939, President J. L. Morrill declared unequivocally that "the University of Minnesota faces its postwar crisis far sooner than expected."

He said at the same time that all housing facilities have been exhausted, both those which the university itself can provide and private rooms listed for rent through the housing bureau. Hundreds of new students who managed with university help to find emergency quarters over the weekend may have to return home for lack of more permanent housing.

Winter quarter registration of new students which normally runs from 400 to 500 mounted rapidly into the thousands and is continuing.

"The crisis which would in any case have confronted the university in due course, not only as to housing but also as to instruction and space and facilities, a condition that was expected by next fall, has come at a flood tide much faster than anyone had anticipated," Dr. Morrill declared. "Important causes of this rush have been the more rapid demobilization of army and navy than had been foreseen and the fact that the percentage of these men who are seeking higher education under the G.I. Bill of Rights is materially higher than either American educators or the Veterans Administration had expected. It seems already to be at flood stage."

July 1, when the next fiscal year begins.

One other named professorship, the George Chase Christian professorship in cancer research, exists at the university but is not permanent, although still supported by gifts made when the Citizens Aid Society was liquidated.

The School of Public Health was created in the Medical School about two years ago when Dean Diehl recommended that the then department of preventive medicine and public health become a school within the medical school, like the school of nursing. Dr. Gaylor Anderson has been head of the school from the first, although during the war he has been on leave as head of the division of medical intelligence in the office of the surgeon general, war department.

The Mayo Properties association is the organization formed by the late Drs. Charles H. and William J. Mayo and their associates to hold and manage the assets of the Mayo Clinic. The Mayo Foundation for Medical Education and Research is an educational division of the University of Minnesota on the graduate level. It was first endowed with \$2,000,000 in 1917, which sum was subsequently increased by \$500,000 in 1934. It carries on a broad program of graduate teaching, maintains laboratories, and will now contribute to the new professorship.

The School of Public Health was described by Dean Diehl as one of six regional training centers in this country having as a principal function the training on the graduate level of doctors, engineers and nurses in public health matters to become specialists. For ten years past the school has had federal support of about \$15,000 a year. Columbia, Harvard, Yale, Johns Hopkins and Michigan are other

Dr. Morrill to Address Editors

Dr. J. L. Morrill, president of the University of Minnesota, who has done much toward making friends for the university since he came to that position last July 1, will be principal speaker at the annual banquet of the Minnesota Editorial Association during its convention in St. Paul this week. The dinner will be at 6:30 p. m. Friday, January 18, in the Lowry hotel. Dr. Morrill has appeared at one or two district gatherings but this will be his first appearance before the membership of the association as a whole.

Regents Broaden 'U' Scholarships

Expansion of the number of free-tuition scholarships for foreign students at the University of Minnesota from 12 to 30 and expansion of the program from the Latin-American area only to "distribution among foreign nations as need and circumstances determine" was recommended to the board of regents by President J. L. Morrill. The 12 scholarships granted for several years past have been for Latin Americans only. Because this policy has been in effect it was recommended that 12 of the 30 go to Latin Americans through 1946-47. The board approved the plan. An enlarged committee will be named to handle the foreign student scholarships.

Dr. Benjamin S. Pomeroy, who has been on the staff of the division of veterinary medicine at University Farm since 1934, was promoted to an associate professorship. Dr. Pomeroy holds degree from Iowa State, Cornell University, and the University of Minnesota.

A letter of praise for General Hospital 26, organized at the University of Minnesota, was received by the board from General Joseph T. McNarney at headquarters of the Mediterranean Theater of Operations.

institutions which have such schools.

"Before the war we had from 10 to 15 doctors and from 10 to 15 engineers taking graduate work in public health," said Dr. Diehl. "These programs were given up during the war but our public health nurses, numbering from 125 to 150, were carried through in the usual numbers. There is also a curriculum in public health education. Besides these programs the faculty gives instruction in personal and public health to undergraduates in many fields, including medicine, engineering, education, home economics, nursing and the like."

Minnesota was designated a regular public health training center after the state health officers of the north central group of states expressed a desire to have the federal government take that action.

Of the new professorship, Dean Diehl said: "For the Medical School it provides an ultimate and effective bond with the graduate work and public health interests of the Mayo Foundation. It represents also a permanent tribute to and reminder of the broad and humanitarian interests of the Doctors Mayo, and as the first endowed professorship in the University of Minnesota it sets an example which we hope will be followed by others."

Inauguration Of Dr. Morrill Set for April

Educational Urgencies of Our Time to Be Overall Topic

THREE DAY PROGRAM

World Figures in Scholarship to Be Sought as Speakers

April 23, 24 and 25 have been set by the University of Minnesota as dates for the formal inaugural ceremonies for Dr. James Lewis Morrill, new president, which will be attended by distinguished educators from this country, Canada and other countries.

Preliminary announcement of plans was made last night by Dean Henry Schmitz, College of Agriculture, Forestry and Home Economics, who is serving as chairman of the inaugural committee in the absence of Dean Theodore C. Blegen, who is lecturing in California. The last full-form inauguration of a University of Minnesota president took place May 13 and 14, 1921, when the late President Lotus Delta Coffman, fifth president, was inducted. Dr. Morrill is the eighth president of the university.

"The crisis of mankind, or the urgent educational tasks of the university in our time" will be the subject of the several meetings, which will consist of educational conferences Tuesday and Wednesday and the actual inauguration Thursday, April 25, in Northrop Memorial Auditorium. Guests and faculty will attend the inauguration in academic dress and it will provide the most colorful affair in the university's history.

"It is the hope of the committee that the most important and significant educational meetings ever held in the north central area may be arranged in connection with the inauguration," Dr. Schmitz said in a letter to the faculty, advising them of progress in the plans. "The committee on program is arranging to get as speakers some of the outstanding scholars of the world."

The Probable Program

The tentative program is:
April 23, afternoon or afternoon and evening:

1. The urgencies of one world.
1. Men are brothers: The urgency of understanding and good will.
2. Men are interdependent: The urgency of world-wide human welfare.
3. Men live in a world community: The urgency of international order.

April 24, morning:
II. The potentialities of human intelligence.

1. Men are inventive: Will they devote the products of their ingenuity to human welfare?
2. Men are adaptable: Have they the will to change, and can they master the processes of social adaptation?

April 24, afternoon or afternoon and evening.

III. The urgent educational tasks of the university in our time.

1. Men are citizens of their own community. The state looks to the University.
2. Men are citizens of the nation: The nation challenges the university.
3. Men are citizens of one world: Mankind looks to education.

April 25, morning.

IV. The inauguration ceremony. The inauguration committee was named by President Walter C. Coffey before he retired last June 30. With Dean Blegen as chairman, it is made up of Regents Fred B. Snyder, Ray J. Quinlivan and Daniel C. Gainey; from faculty and administration, Donald G. Paterson, Henry Schmitz, Dwight E. Minnich, A. C. Krey, Malcolm M. Willey and Paul E. Miller; from the staff, Mrs. Ruth Lawrence, Wallace Blomquist, Mrs. Mary J. Randolph and James S. Lombard; students, Cherry Cedarleaf and Rod McQuary.

When President Coffman was
Continued on page 2, column 1

Problems Peace Brings Farm Advisers Told at Conference by Dr. A. A. Dowell

Prices of Land and Agricultural Products Important Signs to Watch

"What peace means to the work of extension agents" was discussed by Dr. Austin A. Dowell, professor of agricultural economics, University Farm, at the annual extension conference at University Farm in December.

Peace, he said, means that extension agents will need to make some rather significant changes in their educational program. One of these shifts will be in the direction of supplying more and more information on the economic front. This is not a new development but rather a continuation of a trend that has been under way from the very beginning of the extension agent movement.

During early days, extension agents devoted most of their time to production problems, but even so, they found time to carry forward a fairly intensive educational program in connection with the organization and operation of cooperative livestock shipping associations, cooperative creameries, and cooperative grain elevators. These more or less local marketing activities were carried over into the 1920's and superimposed upon them were other problems that reached far beyond county or district boundaries. These included, among others, questions concerning the agricultural outlook, tariff policy, and international trade.

Then along came the great depression of the 1930's which brought to the fore a host of other economic problems such as factors affecting the national income, the farmers' share of the national income, farm debt adjustment, crop loans, crop insurance, shrinking foreign markets, crop acreage reduction, land settlement, unemployment, and relief.

During the recent war, some of these problems disappeared, at least temporarily, and others were pushed into the background. The extension agents' program again centered largely on ways and means of increasing production of crop and animal products. For the most part, the economic program of the war period was pointed toward the main objective of increased production, although some attention was given to ways and means of preventing a run-away inflation and of financing the war effort.

Now that the shooting war has ended and peace has arrived, many complex social and economic problems will again come to the fore. I very much doubt that people generally have any idea just how complex these problems are going to be. They will involve national and international problems as well as local problems. Those on the national front will be many times more complicated than those on the local front, and far more complicated than they were during the inter-war period, while those at the international level may at times appear to be almost impossible of solution. Even a moderately satisfactory solution of some of these national and international problems will call for the best thought and most patient understanding of which our people—both rural and urban—are cap-

able. This is one reason why I believe the peace means that extension agents will need to supply much more information on the economic front than has been the case thus far.

The way in which many of our economic problems have been handled in the past suggests that there is room for considerable improvement. For example, prices of farm products have fluctuated more violently during the past quarter of a century than during any similar period in history. We can get some idea of how violent these fluctuations have been by referring to quotations which appeared at various times in newspapers published in different parts of the state.

Prices During the Previous Boom

The Rock County Herald, Luverne carried the following quotations in its August 1, 1919 issue: corn \$1.80 per bushel, wheat \$2.40 per bushel, oats \$.70 per bushel, barley \$1.05 per bushel, flax \$5.90 per bushel. In the Evening Tribune, Albert Lea, issue of August 1, 1919, prime hogs were quoted at \$21.50 per 100 pounds, packing sows at \$20.50 per 100 pounds, and top lambs at \$14.50 per 100 pounds. The Mankato Daily Free Press, Mankato, issue of August 1, 1919, carried the following: Hogs \$21.40 per 100 pounds, steers \$11.00-\$13.00 per 100 pounds, sheep \$8.00 per 100 pounds, lambs \$12.50 per 100 pounds, spring chickens \$.25 per pound, eggs \$.40 per dozen, creamery butter \$.56 per pound. Up-state, the Fergus Falls Dairy Journal, Fergus Falls, issue of July 30, 1919, carried the following: Steers \$9.50-\$13.50 per 100 pounds, veal calves \$7.00-\$13.50 per 100 pounds, lambs \$10.00-\$14.00 per 100 pounds, and eggs \$.40 per dozen; and the Thief River Falls Times, Thief River Falls, issue of July 24, 1919; heavy hens \$.18 per pound, turkeys \$.18-.20 per pound, eggs \$.31 per dozen, and creamery butter \$.55 per pound. These prices were accompanied by a violent land boom and sharply rising farm debt.

Then, a little more than a decade later, came the great depression. Before the smoke cleared away, prices of most farm products had reached the lowest levels in a half century or more. We have almost forgotten how low prices did go at that time. Again, a few quotations taken at random from newspapers scattered over the state will serve to refresh our memories on this score.

Prices During the Great Depression

The Windom Reporter, Windom, issue of December 30, 1932, carried the following quotations: corn \$.06-.10 per bushel, barley \$.13-.17 per bushel, oats \$.07 per bushel, spring chickens \$.06 per pound, cream \$.13 per pound and eggs \$.09 per dozen; and the Willmar Daily Tribune, Willmar, issue of December 29, 1932, No. 2 northern spring wheat \$.31 per bushel, flax \$.84-.92 per bushel, corn \$.04-.08 per bushel, rye \$.11-.15 per bushel, oats \$.06-.08 per bushel, No. 1 spring chickens \$.05 per pound, No. 1 turkeys \$.07 per pound, and No. 2 turkeys \$.04 per pound. Further north, the Fergus Falls Daily Journal, Fergus Falls, issue of December 31, 1932, carried the following: No. 1 spring chickens \$.05 per pound, heavy hens \$.07 per pound, old roosters \$.02 per pound, top hogs \$2.15 per 100 pounds, and packing sows \$1.05-\$1.35 per 100 pounds; and the Crookston Daily Times, Crookston, issue of December 31, 1932, butcher hogs weighing 215-255 pounds \$1.90-\$2.10 per 100 pounds, butcher hogs weighing 255-375 pounds \$1.50-\$1.90 per 100 pounds, heavy calves \$.50-\$1.00 per 100 pounds, good steers \$3.00-\$4.00 per 100 pounds, top lambs \$3.25-\$4.25 per 100 pounds, and in the February 27, 1933 issue of the same paper, No. 1 eggs \$.08 per dozen, No. 2 eggs \$.05 per dozen, and butterfat \$.14 per pound.

These quotations of \$.13 and \$.14 per pound for butterfat are less than the subsidy payments that were in effect during most of 1945. Subsidies currently paid to packers for hogs to roll back the price of pork to consumers are about equal to the net price per 100 pounds received at country points for packing sows in December, 1932. And current subsidy payments to cattle slaughterers and feeders for slaughter cattle are considerably more than one half the net price per 100 pounds that was received at country points

Continued on page 4, column 1

President Sends New Year's Card



ONCE MORE the old summons to new opportunity and resolution—

The challenge of peace, of education and research and public service indispensable to a changing world, of great needs which the University of Minnesota can help to meet—this is the inspiration we share, resolved together to respond.

To associates and friends: a happier, more hopeful and more fruitful New Year!

J. L. Morrill
President

January 1, 1946

President J. L. Morrill sent this New Year's greeting to his associates at the university.

Latin American Journalist Here

Ramon Cortez, one of three South American journalists who attended University of Minnesota during the 1945 fall quarter under the auspices of the Office of Inter-American Affairs, will remain at the School of Journalism during the winter quarter, on leave from his duties as political writer for La Union, Valparaiso, Chile, and United Press correspondent in Santiago.

Guillermo Ramirez, of El Tiempo, Bogota, Colombia, and Antonia Olivas, on the staff of Inter-American Affairs in Lima, Peru, and writer for La Cronica, returned home in December. Before leaving, Sr. Olivas presented the greetings of the Peruvian Journalists' Association to Dr. Ralph D. Casey, School of Journalism director.

More Farm Phones Seen as Probable

New equipment devised by engineers of the Rural Electrification Administration and Bell Telephone Laboratories and now being tested in Arkansas may be the means of providing telephone service to thousands of Minnesota farm homes now served by rural electric lines, but out of reach of telephone lines. REA Administrator Claude R. Wickard has expressed the hope that the Arkansas test will prove the practicability of providing telephone service over the same lines that deliver electricity to rural users.

In the Arkansas test, speech was transmitted to and from homes by means of a carrier wave of radio frequency, which travels on the power lines along with the power supply. Electronic transmitting and receiving equipment is installed at the switchboard in the telephone exchange and at the subscriber's end of the line. The dial telephone is used in the same way as in regular telephone service.

Several years before the war, Bell Telephone Laboratories started work on the problem of adapting carrier telephone technique to rural power distribution systems. REA, originally interested in devising a means of communication between power line maintenance crews and their home office, assigned engineers to work with Bell in a joint carrier telephone research project in 1939. Numerous field tests of the equipment were made over REA lines before the war and were resumed last summer. The Arkansas installations are the first to be made for continuous operation under actual working conditions.

Engineers in charge of the project, however, warn that the carrier telephone is just emerging from the laboratories and that further experiments will be necessary before commercial application can be made.

"REA and its borrowers will be glad to continue cooperating with the telephone industry in its work on carrier telephones," Mr. Wickard said. "We look forward to the larger opportunity for rural service which is promised in this development. The worth of REA-financed rural electric systems to the nation will be increased immeasurably if the same lines which have brought the blessings of electric light and power to rural homes can also be used efficiently to link those homes together in the Nation's great telephone network."

In Minnesota, REA's 51 borrowers operate 31,816 miles of lines serving 72,108 rural consumers. Many of these consumers are outside areas reached by rural telephone lines.

Peruvian Gives Books to Library

Gifts of a source book on Peru, "Peru en Cifras" and two works of the Peruvian writer Irene Silva de Santolalla have been made to the University of Minnesota library by Antonio Olivas, a Peruvian who has been studying journalism at Minnesota. Dr. E. W. McDiarmid, librarian, said the gift was in return for books given the National Library of Peru to help restock it after its recent destruction by fire. Gifts have been sent to Peru from all over the world to rehabilitate the library in Peru, Dr. McDiarmid said, just as they have been to the libraries of the great cities of the Ukraine that were sacked by the Germans three years ago.

In a letter of appreciation to Senor Olivas, Librarian McDiarmid wrote:

May I express the thanks of the University of Minnesota Library for the books which you have given us from Peru.

All persons interested in education and culture were distressed to hear of the fire which destroyed the National Library at Lima, Peru. Many other libraries have suffered similar calamities—the University of Minnesota being among them. Fires in 1889, 1892 and 1904 resulted in considerable destruction of library books at Minnesota, although all of them together do not compare with the loss occasioned by Peru in the destruction of her National Library.

Loss of library materials is not just a loss to one University or to one country—it is a loss to the entire civilized world. Because of this fact, all libraries are concerned with aiding a damaged library to rebuild its collections. American libraries, among them the University of Minnesota library, have demonstrated this many times in the past. I know that each one of them considered it a privilege and an honor to do his small part in aiding one of our sister American republics to regain some of the materials lost in the fire. The books which you have so generously given to Minnesota will serve as but another tangible bit of evidence of the friendship in cultural and educational relations which know no political boundary limits.

Will you please express our thanks to Senorita Irene Silva de Santolalla.

15 Employees of 'U' Studying to Improve Selves

Fifteen of the University of Minnesota's 2,000 fulltime civil service employees have been taking courses on regents' scholarships to improve themselves for job advancement, Hedwin C. Anderson, director of university civil service personnel, revealed today.

Of those selected for the limited number of scholarships this quarter, Luverne Nelson, laboratory attendant in the chemistry stockroom, and Marion Dudovitz, junior librarian, were cited as typical.

Nelson is studying organic chemistry on the side, so that when regular students call at his stockroom he'll have first-hand technical knowledge of what supplies he's dealing out.

Miss Dudovitz is taking a course titled "Minnesota and the Northwest" to aid her in cataloging books for the university library.

Others are taking such courses as psychology, newspaper advertising, secretarial training and medical bacteriology. They pay no tuition, and time spent in classes, up to six credits per quarter, is not deducted from their pay.

Summer Grants Go to Faculty

Regents Approve Promotion of Dr. William S. Carlson to Deanship

Thousands of students have been helped to finance their work at the University of Minnesota by means of fellowships, and now a few of the professors are going to win the same average according to a plan approved Jan. 11 by the board of regents on recommendation of President J. L. Morrill.

He recommended that \$6,000 be set aside experimentally for this year only wherewith to make "faculty summer research appointments" to enable faculty members who have an important piece of writing or research in the advanced stage to devote themselves to completion of that work without having to teach them to earn their salaries.

The appointee will be expected to devote full time to his project and to make a full report when his term is up. The university stipulates that if a piece of research results in a patentable process it shall have first opportunity to take out the patent. It expresses the hope that if a completed manuscript results the University of Minnesota Press may be given an opportunity to publish it. The fact that the faculty member may be receiving support for his project from an educational foundation or other outside source will not invalidate his application for a summer appointment, Dr. Morrill said.

A special committee will be appointed to formulate procedures under which the summer research appointments will be made.

On recommendation of the president, Dr. William S. Carlson, who has been director of admissions, was promoted to a full deanship with the title, dean of admissions and professor. Dr. Morrill pointed out that the office of admissions is the first point of contact between students, their parents and the university and that many major educational problems have "a direct relation to the procedures and philosophies" that dominate the admissions office.

Dr. Carlson, who has taken part in important arctic expeditions as a member of the University of Michigan faculty, has recently returned from more than three years of meteorological service for the Army Air Forces. The new title is a recognition of the educational functions of his position.

Russell Charles Brinker, assistant professor of civil engineering, was promoted to an associate professorship by the board of regents. Graduate of Lafayette College and the University of Minnesota, he has been on the engineering faculty since 1931. Miss Cecilia Hauge of the School of Nursing also was promoted to become superintendent of nurses and associate professor. Miss Hauge was on leave with the armed forces for nearly three years, serving with General Hospital No. 26; the University of Minnesota unit.

A resolution from the Parents Association of the Northwest School and Station, Crookston, was read, urging additional work there in animal and poultry husbandry and praising the university administration for the new Crookston dormitory for girls. Other letters expressed appreciation from the Bureau of Naval Personnel for university training courses and of the Army Air Forces for the university's activities on their behalf. A letter was received from David Liggett, executive secretary of the War Chest, praising university responses in the War Chest campaign.

National Meet To Be in Stadium

The University of Minnesota was awarded the National Collegiate Athletic Association track and field meet for 1946 at the National Coaches association track and field meet for 1946 at the National Coaches association meeting in St. Louis January 8, 9, and 10.

The event will be held June 21 and 22 in the Stadium. It was previously held at Minnesota in 1938 and 1940. Coaches of participating teams were so impressed by the manner in which the staff of Minnesota's department of physical education and athletics handled these meets that they were virtually unanimous in awarding the first post-war competition to Minnesota.

Inauguration Set for April

Continued from page 1, column 5

inaugurated in 1921 there were educational conferences Friday afternoon and Saturday, following inauguration ceremonies Friday morning in the Armory. There was a regents' dinner Thursday evening, luncheons both Friday and Saturday and a dinner Friday night. Former President W. W. Folwell and Cyrus Northrop, as well as the new president, spoke at the inauguration. Among famous educators who took part were Dean William F. Russell of Columbia, Presidents Henry A. Suzzallo, Washington, Walter A. Jessup, Iowa, E. H. Lindley, Kansas, Kendrick C. Babcock, Illinois, and Dean W. R. Vance, formerly of Minnesota. Among others taking part were Governor J. A. C. Preus, Fred B. Snyder, Charles F. Keyes, alumni association president, Mayor J. E. Meyers of Minneapolis, and Mrs. F. G. Atkinson, representing Wellesley college. The Ag Royal show went ahead without interruption at University Farm. The coming inauguration of President Morrill will come just 25 years lacking three weeks after that of President Coffman.

Steady Progress Seen in Program For 'U' Housing

"Vethome" Settlement of Prefabricated Structures to Care for 400

SOME IN STADIUM

First Plans for Permanent Structures on Como Ave. Released

While the University of Minnesota housing situation was further aggravated by enrollment of more than 5,500 veterans at the opening of winter quarter, about 2,000 more than advance estimates of 3,500, President J. L. Morrill expressed surprise and tempered satisfaction that seemingly most of these men have in some way solved the home problem sufficiently to register and start their studies. Evidently many of them have found living quarters at greater distances from the campus than are involved in residence in Southeast Minneapolis, he said.

Meanwhile the university announced several steps in progress in housing. Plans for new dormitories were announced in the last issue of "Minnesota Chats." Quarters in Memorial Stadium formerly used in the Army Air Forces training program were opened to 104 single veterans. Here the quarters will be "barracks style" with double-decked beds, but with separate rooms for study and recreation. Sanitary facilities were installed for the army.

Some 210 veterans have been installed in Pioneer Hall after a similar number of service students who had been living there completed their courses. Also 65 single veterans will be accommodated in what is known as the Old Home building at University Farm, a structure originally built as a residence, though later adapted to other uses.

Preliminary sketches of the permanent low-cost housing with which the University of Minnesota will eventually cover property it recently acquired on Como avenue southeast were prepared by Roy Childs Jones, university advisory architect and chairman of the committee in charge of the project. During the immediate housing emergency two of the four blocks will be covered with trailers and one block with pre-fabricated structures. As soon as plans can be completed and bids gotten the permanent type housing will be constructed on the fourth block and ultimately extended over the entire tract, caring for from 350 to 400 families. Married veterans will have first call.

Purpose of the university in this construction will be to hold down both initial cost, while providing reasonable durable improvements, and also to keep maintenance costs to a minimum. To this end there will be individual gas heaters in each apartment and probably outside balcony access to the apartments with stair towers leading to the balconies.

May Try Other Types

"We may try various types of construction, some of it even of the single family dwelling type," Jones said. "The living units will be of the small apartment type, grouped in approximately 20 buildings. The majority of apartments will consist of combined living and sleeping space with kitchenettes, baths and dressing rooms. Some of the apartments will have additional sleeping space for families and children.

"Planning the group as a whole gives a chance to apply all the advantages of modern, large-scale building principles. Apartments will all have pleasant outlooks, plenty of sunlight and access to ample open areas for recreation and gardens. Every effort is being made to keep both building and operating costs low."

Magney, Tusler & Setter are the architects.

W. T. Middlebrook, business vice-president, said that even if the entire apartment group is completed there will still be need for more rooms in private homes than are now available.

Award Pre-Fab Contract

Of special interest was the award of a contract for 48 two-family prefabricated houses, which will be purchased from Gamble-Skogmo, Inc., of Minneapolis to be placed on two of the four blocks of land acquired between East Hennepin and Como avenues, southeast. Each will be divided into two apartments, eighteen by 20 feet. All equipment will be provided by the university except

Stanford Dean, U Alumnus Dies

Many at the University of Minnesota who knew him were saddened by news of the death of Dr. Grayson N. Kefauver, dean of the college of education in Stanford University, which occurred January 6 at Los Angeles. Dr. Kefauver, a graduate of the University of Minnesota had recently been named United States consultant to the cultural and educational unit of UNO to serve with the rank of minister and was preparing to assume those duties. He had been in wartime service in Washington on leave from Stanford for three years. Dean Kefauver received the Ph D degree from Minnesota in 1928. From 1926 to 1929 he was an instructor in education at Minnesota. Subsequently he was an associate professor of education in Columbia University before going to Stanford as dean.

dishes, linen and bedding and curtains. Among the equipment, also included in the Gamble-Skogmo contract will be individual oil heaters, bed of the studio type, an occasional table, study desk, two easy chairs, floor lamp, kitchen table and four chairs, chiffonier, ice box, mirror, window shades, card table and two burner electric plate.

W. T. Middlebrook, vice-president, said purchase and installation of the structures will cost about \$1,500 per unit, roughly \$144,000 for the ninety-six homes. Contract for installing them and constructing three central service buildings for toilet and laundry purposes was awarded to W. M. Fitch, Minneapolis contractor.

When representatives of the state organization of The American Legion came to the campus to offer cooperation in finding places for veterans to live, Vice-Presidents W. T. Middlebrook and Malcolm M. Willey presented again the same data they had prepared for the Legislative Interim Emergency Committee on housing and Mr. Middlebrook also read a new statement, bringing the University of Minnesota's housing program approximately up to date. Mr. Middlebrook's statement said:

Proposed Housing Accommodations for Married Veteran Students

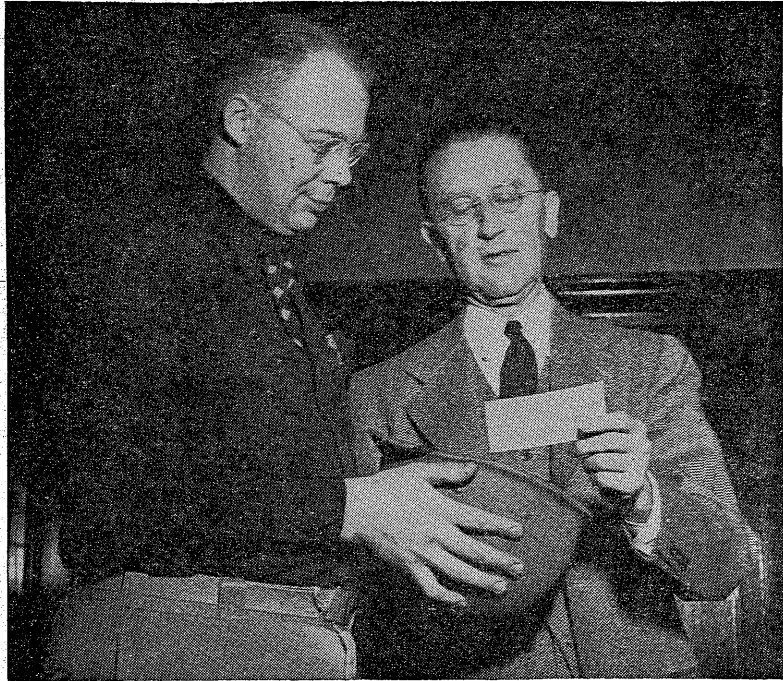
Temporary Housing. The Federal Public Housing Authority has made available to the University 214 trailers of which number approximately 60 are the expandable type. Of these, 139 are already under bailment contract at \$1 per year. The additional 75 are now being selected at Buchanan, Michigan. These trailers will be placed on the Como Avenue property. Sewer and water lines to central laundry and toilet facilities have been completed and contracts have been made for the erection of central laundry and toilet facilities, but due to weather conditions construction has not been started. It is now clear that not many of the trailers will be available for the opening of the winter quarter. How soon thereafter they will be available depends upon transportation and weather conditions.

On December 24, the University will open bids on 48 pre-fabricated houses capable of housing 96 families. It is understood that the houses themselves are already available. Here again weather will control. If the weather moderates and sewer and water lines can be brought in and central toilet and laundry facilities can be constructed, these houses should be available for occupancy within the first half of the winter quarter. Transportation and weather permitting, the University will be able some time during the winter quarter to provide 310 temporary housing units for married veteran students.

In this connection it should be stated that the University has explored temporary housing possibilities at Camp Savage, World-Chamberlain, Fort Snelling, Rosemount, Twin City Ordnance, East High School and various and sundry other structures in the Twin Cities. In some cases nothing was available and in others conversion and transportation costs were excessive.

Permanent Housing. As previously stated, the University owns a fifteen-acre tract bounded by Como Avenue, East Hennepin, and 27th and 29th Streets. The Regents, at their December meeting authorized acquisition either by purchase or condemnation of a twelve or thirteen-acre tract directly south across Como Avenue. A part of the land has already been purchased and condemnation proceedings will soon start on the balance. It is the present plan to use this area south of Como Ave-

Veterans' Housing Preference Drawn



Capt. John Volden of the staff to be in charge of the University of Minnesota's trailer and prefabricated home project on Como Ave., Minneapolis, is holding a helmet from which President J. L. Morrill draws the names of veterans who have asked housing, to establish by luck their order of preference. Married veterans from Minnesota who have children had their numbers drawn first.

ue for temporary housing and to develop the area north of Como for permanent housing. The present status of plans for the permanent housing development indicates that accommodations can be provided for between 350 and 400 families. The accommodations will be of the one and two-room apartment type.

Financing Proposed Housing for Married Veteran Students

Temporary Housing. Present estimates indicate that although the federal government provides the trailers at \$1 per year the cost of transporting them, installing them, renovating and providing central laundry and toilet facilities will approximate \$580 for the standard trailers and \$695 for the expandable type. If monthly rentals of \$27.50 for standard trailers and \$32.50 for expandable trailers are established, our present estimates of operating costs indicate that the investment made by the University could be recovered if the trailers were used for a five-year period. The pre-fabricated unit, equipped and furnished, together with its pro rata share of the cost of central toilet and laundry facilities, is estimated to cost between \$1,500 and \$1,600 per family unit. Taking into account probable residual value of the structures and furnishings, a rental of \$35 per month should meet operating expenses and return the portion of the capital investment that is not recoverable, provided the unit is used over a five-year period and occupancy approximates 100%.

It is exceedingly doubtful whether either the trailers or the pre-fabricated units will be used at near 100% occupancy for as long as five years. It is inevitable that as other more satisfactory housing is provided the married veteran will move elsewhere. This is what the University hopes that he will do for neither trailers nor pre-fabricated houses will provide either good living or desirable study conditions. It is for this reason that rentals will be on a month to month basis. Consequently, even now it appears very probable that a subsidy from the state or federal government or both will be necessary to amortize some part of the capital investment.

Permanent Housing

Present estimates indicate that the one and two-room apartments equipped will probably cost an average of \$5,000 per unit. If funds are borrowed to finance these units, as they must be, the amortization of a \$5,000 investment at 3% on a fifteen-year basis would add to operating costs \$34.53 per month; on a twenty-year basis, \$27.73 per month; and on a twenty-five year basis, \$23.71 per month. If operating costs per apartment are estimated at \$20, then it is clear that an amortization of the loan cannot be effected even over a twenty-five year period without the establishment of a rental in excess of the ability of the married veteran to pay under the "G.I." bill allowance of \$75 per month or even \$90 per month, the proposed revision upward. Elsewhere it has been stated that the rental cannot well exceed \$35 per month. Here again it is evident even now that some subsidy from the state or the federal government or both will be required

Prof in Sweden On Fellowship

Alrik T. Gustafson, assistant professor of Scandinavian, is now studying in Sweden on a Guggenheim fellowship.

Professor Gustafson received his fellowship in May 1945, and will spend his leave in Sweden, gathering material on August Strindberg, Swedish playwright.

He plans to write three large works on Strindberg—a biography, an evaluation of his work, and a resume of Strindberg's influence in England and America.

Professor Gustafson is considered one of the foremost experts in the United States on Scandinavian drama, and has written several books on the subject.

Substituting for Professor Gustafson during his leave of absence is Mrs. Lilly E. Lorenzen, executive secretary of the Swedish Art Institute, and a member of the board of the American Institute of Swedish Arts, Literature and Science.

Latin Americans Study Journalism

The seventh Latin American newspaperman to be sent to the University of Minnesota during the past two years by the Office of Inter-American Affairs, Hoche Ponte, of Rio de Janeiro, has enrolled in the School of Journalism for the winter quarter.

Ponte has been a reporter and drama critic for Correio da Manha in the Brazilian capital for five years, and also is a member of the government information agency staff. He is a graduate of Ginasio Bitencourt Silva, college in the State of Rio.

Also studying at Minnesota during the winter quarter will be Ramon Cortez, political writer for La Union, Valparaiso, Chile, and United Press correspondent in Santiago, who was in attendance during the fall. The men will attend regular journalism and social science courses and special journalism seminars.

Top Physicist Back at 'U'

Professor John T. Tate, distinguished University of Minnesota physicist and former dean of the College of Science, Literature and the Arts, has returned from more than three years of wartime service and resumed his teaching in the department of physics. Dr. Tate has been doing investigations in physics for the Office of Scientific Research and Development, which oversaw most of the war related scientific investigation of the recent period.

if the rentals for the accommodations are to be kept within the ability of the married veteran to pay. Of course, only if these rentals are within the ability of the veteran to pay will the "G.I." bill educational provisions accomplish their purpose.

The Regents are fully aware of these financial problems. They believe however that the state expects them to meet this obligation to the veteran and that the state will be willing to share if need be in the final solution of it.

Medical School May Affiliate With Hospitals

The University of Minnesota Medical School has received permission of the board of regents to form affiliations with certain specially selected private hospitals in which to conduct graduate training in the clinical specialties of medicine.

When the proposal was presented to the board, the following explanation was offered by Dr. Harold S. Diehl, dean of medical sciences—

"The chief reason for the proposed affiliation with selected private hospitals for graduate training in the medical specialties is to provide for an expansion of our training facilities for the benefit of medical officers who have served in the armed forces and are desirous of obtaining graduate training in the specialties of medicine.

"The applications and inquiries which we have already received from this group indicate that, even with a maximum of expansion of our facilities, we will have many times as many applicants as we can accept.

"This is the immediate reason for the formulation of this plan. Other advantages of the program are that the conduct of medical graduate training, on a sound educational basis, invariably results in an improved level of medical practice on the part of physicians and better care for the patients.

"Another advantage of this program, if the initial experiment proves successful, is that in the years ahead it will increase our regular facilities for graduate training. This is certain to be necessary because even before the war we had more applicants for graduate training than we could accept and in the postwar years the continuing demand for such training is certain to be far greater than it has been in the past."

Conditions of Affiliation

Dean Diehl also set forth eight conditions that are required to be met before affiliation with a private hospital is approved. These are the following:

The hospital shall have an organized program for the training of interns and residents which is acceptable to the Medical Graduate Committee of the University.

Affiliation must be recommended by the head of the University department concerned and approved by the medical graduate committee.

One or more members of the staff of the affiliating hospital must be designated as university preceptors, responsible for the supervision of such training.

Fellows supported by affiliating hospitals shall be expected to devote at least half of their period of graduate training to work in the basic sciences and appropriate clinical departments of the Medical School.

Stipends shall be at regular university rates for a period of three years. Appointments beyond this period shall be by special arrangement.

In order to insure adequate basic science and clinical training, affiliating hospitals shall provide stipends and tuition for double the period of clinical service which the fellow spends in the affiliating hospital. The payment of stipends may be arranged either through the University or made directly by the hospital.

Appointments to such fellowships may be initiated either by the affiliating hospital or by the University department concerned but must be acceptable to both. Appointees must be eligible for admission to the Graduate School and register as candidates for a masters degree.

In special circumstances deviations from this program may be authorized by the medical graduate committee upon recommendation of the head of the medical school department concerned.

Will Confer on Chronic Drinking

State bar, police and probation officials, officers of county and state medical societies, and of the Alano Society (Alcoholics Anonymous) are among the many who will take part in an Institute on Chronic Alcoholism that will be held in the University of Minnesota's Center for Continuation Study February 21, 22 and 23. J. M. Nolte, general extension director, is in charge of arrangements. Detailed program has not yet been arranged.

Peacetime Farm Problems Discussed by Dowell

Continued from page 2, column 2 at the bottom of the depression. The price of corn sank so low that it was cheaper in some areas to use corn for fuel than to buy coal. According to H. J. Vossen, County Agricultural Agent, Windom, Cottonwood County, Minnesota "... it (corn) was used quite extensively as fuel by farmers and some town folks. Especially town folks who had farms and were getting half of the crop produced. The editor of the Windom Reporter says they used corn with coal in their furnace during the winter of 1932 and 33."

Farmers were in a desperate situation. Even those who were entirely free of debt found it difficult, if not impossible, to meet current living and operating expenses and to pay their real estate taxes. Many of those with modest debts were unable to meet interest and principal payments, while those who were struggling under a heavy debt burden were in an almost hopeless situation.

The bottom dropped out of the land market. Farm foreclosures became common. Meetings of discouraged farmers were held in many communities and in some cases these meetings were held for the purpose of preventing foreclosure. For example, in reporting such a meeting in one west central Minnesota county, the local paper carried the following in its issue of February 3, 1933:

Headline—"Farmers Halt Foreclosure Sales Here."

Subhead—"Stop Sheriff from Selling Homes of Four Farmers."

Discussion—"In an attempt to save from sheriff's sale the homesteads of four farmers of this county, nearly 3,000 farmers gathered last Saturday, and at least half that number were here Monday. Three mortgage foreclosure sales were scheduled for Saturday and one for Monday."

"Gathering at the Court House, the crowd so packed the sheriff's office and the corridors that he was unable to make his lawful appearance at the front door and read the mortgage contract and ask for bids."

The collapse of prices of farm products was followed by a series of other disasters in this region during the middle 1930's. Drouth struck repeatedly, especially in the western and central parts of the state, and grasshoppers and rust also caused much damage.

Land values continued to sag. Farm foreclosures mounted. At the peak of holdings of corporate lending agencies in 1938, they had title to over 10 per cent of all farm land in the state, over 19 per cent in the Red River Valley counties adjoining the Red River, and as much as 31 per cent of the farm land in one west central Minnesota county.

Prices During This Boom

Prices of farm products advanced considerably during the latter part of the 1930's, and then were pushed up sharply under the inflationary pressure of the second World War. All are familiar with current prices of farm products so that I need not include specific quotations here. In the case of some important products common to this area such as corn, hogs, wheat and flax, a better job of preventing a run-away inflation has been done so far during this boom than during the other boom. However, the job has not been as effective or all-inclusive as some have assumed. When subsidies paid to farmers, either directly or indirectly, are added to quoted prices, one will find a considerable list of farm products, the prices of which have been or are about as high and in some cases even higher during this boom than during the other boom. Net farm income for the country as a whole has been about one third higher during each of the last three years than at the peak of the other boom. This has been due to a combination of large output, high prices, and a favorable relationship between receipts and expenses.

Thus far, Minnesota farmers have exercised more restraint with respect to the purchase of land and to the accumulation of both long and short term debt than during the other war. Land values have been advancing at about the same rate during the last three or four years as near the top of the other boom, but started from a lower base so that they are still far below the 1920 peak. However, it is much too early to assume that the danger of a disastrous land boom has passed. High farm earnings, low interest rates, and an abundance of credit could lead to another serious land boom. In fact, farm real estate prices in

some parts of the United States are already approaching the peak reached in 1920.

These wide fluctuations in prices of farm products have had disastrous consequences for many farmers. It is to be hoped that ways and means can be found to bring about much greater price stability during the next 25 years than during the quarter century just past. Reasonable stability of farm product prices may be impossible of attainment until the general price level has been brought under control, but it is not too early to begin the attack on all fronts. There is a very real question whether our present form of government would survive another price collapse as severe as that of the early 1930's. Peace means that extension agents should supply farm people with information concerning the fundamental causes of price fluctuations so that they can exert their influence in the direction of greater price stability.

The failure to bring about greater price stability is only one of many examples of past weakness on the economic front.

Looking back over the last quarter of a century, it is clear that the American people also failed to take a realistic view of world trade. Following the first World War, they first tried to maintain exports by loaning foreigners the funds with which to pay for the exports. Then, they tried, with considerable success it is true, to keep out imports through raising tariff rates rather generally. It is a simple statement of fact that, in the long run, exports can be paid for only if the exporting country is prepared to accept imports. Extension agents did much to bring these rather obvious facts to the attention of farmers during the years immediately preceding this war. But I very much doubt that we have heard the last of "reserving the American market for the American farmer, the American industrialist and the American laborer." Peace means that this subject should be given even more consideration in connection with the extension agents' program in the years ahead.

Then, too, we can take little pride in some of the measures that were adopted, under pressure of the great depression, to lift living standards. For example, the NIRA and the original AAA acts were aimed at restricting output to raise prices. On some WPA projects, men and women were engaged in "busy work" or required to work with primitive hand tools while modern machines remained idle. It is obvious that the only way to lift living standards for the people generally is to expand production and not restrict it. The only way for everyone to have more pie is to make a bigger pie. This is so obvious that one hesitates to repeat it, but the obvious is not necessarily simple in a society where each group or sub-group and perhaps many individuals within the different groups are striving for a larger share of the pie regardless of whether the pie is large or small. Peace means that the extension agents' program will need to include much more information on the many factors affecting the living standards of people generally than has been done in the past.

Peace also means that the extension agent will be expected to supply much more economic information in the future than in the past on the many problems with which farm people are more directly concerned, such as the operation of the farm as a going business concern, the marketing, processing and distribution of farm products, and the organization and operation of cooperative associations of various kinds.

Above all, it is important that our national and international problems be conducted in such a way that a third world war will not take place. It goes without saying that our country and other countries will need to do a much better job this time than was done during the inter-war period. And I venture the assertion that economic and social problems should be placed well up on the list of those requiring our constant and careful attention if this is to be achieved. Peace means that the extension agents' program should be directed towards an understanding of national and international problems that make for peace and not war.

Suggestions for Agents

If agreement is reached on the need for more emphasis on economic problems in connection with the extension agents' educational program, then the question boils



Dean Clyde H. Bailey

down to ways and means. In this connection, I wish to offer three specific suggestions. First, the extension agent will need more time to read and digest some of the basic information dealing with these problems. Second, the extension agent will need to find more time on his educational program for the presentation of economic information to his constituents. Third, the extension agent will need protection from individuals and organizations that fear they may be injured by a frank and full discussion of many economic subjects.

More time for study. Time is at a premium in a typical extension agent's office. However, if he is to do his best work, he simply must have time to read and think. And this will not be possible if the agent is expected to be on the job every hour of the day and then attend local community or other meetings far into the night day after day. Some modification of the agent's daily schedule is called for, and farm people should, and I believe will, appreciate the need for this.

An occasional leave of absence for a brief period of intensive study would be helpful. An occasional leave to work with an extension specialist in this field would be mutually beneficial to the extension agent, the people served outside the agent's county, and to the people in the agent's county as a result of his increased efficiency. College men and women who plan to enter the extension service should include in their course of study a liberal sprinkling of courses in the social sciences. They may need to spend more than the traditional four years at college to obtain a thorough grounding in both the natural and social sciences. This need has been recognized at the University of Minnesota where a five-year curriculum leading to the degree Agricultural Technologist is now being offered.

More time to present economic information. To find time on the educational program to present needed economic information to the people of the county also presents a very real problem. Suggestions for new projects are constantly reaching the extension agent's desk and the number is likely to increase. This means that each proposal must be carefully scrutinized to determine whether it is the type of project that is entitled to consideration by the extension agent, and if so, whether there is sufficient available time and help to give it adequate treatment. The first and most obvious step then, is to evaluate and select the most important projects. But the pressure will be so great that no single person can render the needed service single-handed. The second step is to call for additional help from extension specialists. Additional specialists are urgently needed in this field now and this need is likely to become more acute in the years ahead. The third step is to add personnel in the local extension agent's office. Much has already been done to meet this need, but I venture the opinion that it is only the beginning.

Protection in the line of duty. Those who render the most effective service in supplying farm people with information on the economic front are likely, sooner or later, to incur the illwill of individuals and organizations which fear they may be injured by a full and frank discussion of some of these problems.

An excellent statement along this line appeared in an article by Donald R. Murphy in a recent is-

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Dean Bailey Awarded Medal

Clyde H. Bailey, dean and director of the University of Minnesota Department of Agriculture, has been elected Nicholas Apert Medalist for 1946, according to word received from the Institute of Food Technologists, the organization which sponsors the award. The award is made to Dr. Bailey "for outstanding achievement in food technology" and in recognition of long service as a director of research in food chemistry and a leader in national programs for improvement of food processing.

In connection with the award, Dr. Bailey has been invited to give an address on some aspect of food technology at the national conference of the Institute to be held in Buffalo, N. Y., March 18-20. The medal will also be officially presented as a part of the conference program.

A native of Minnesota, Dean Bailey has carried on much of his research in the food field while holding positions of trust and leadership in this state. He became dean and director of the University Department of Agriculture in 1942 after serving as associate director of the Agricultural Experiment Station and professor in agricultural bio-chemistry.

In 1932 Dr. Bailey's achievements in cereal chemistry were recognized with the award of the Thomas Burr Osborne medal by the American Association of Cereal Chemists. Because of his close connection with important advances in the milling industry he was chosen as delegate to a number of international conferences during the Thirties. Among these were International Kongress der Brot-industrie, Leipzig, Germany, 1936; International Congress of Agricultural Chemistry and Industries, Netherlands, 1937; Northern Cereal Chemists Convention, Oslo, Norway, 1937; International Congress of Milling, Prague, Czechoslovakia, 1938; Eighth American Scientific Congress, 1940.

As chairman of the Millers' National Federation Technical Committee in 1941, Dr. Bailey played a leading role in setting up the standards for enrichment of flour as recommended by the U. S. Department of Agriculture.

Dr. Bailey is a charter member of the Institute of Food Technologists. He is a member of the Agricultural Board of the National Research Council; a member of the consulting committee of food processors, U. S. Department of Agriculture Research Administration; advisor to the research and development branch of the U. S. Army Quartermaster Corp; and a member of the scientific advisory committee of the American Institute of Baking.

In connection with his research work in food chemistry, Dr. Bailey has published three monographs and nearly 300 technical papers.

sue of Wallace's Farmer and Iowa Homestead. Let me quote in part from this article:

"Running an experiment station is one of the world's most difficult jobs. That job gets terrific when you get into the social sciences.

"Nobody fights too much about livestock feeding experiments. If so much corn and so much other stuff do better than so much corn and a little different supply of other stuff, farmers note the results and change their methods.

"But try to handle economic research on the tariff, packers' practices, debt management, land booms, price cycles, the value of oleomargarine, etc., and you run into all kinds of arguments.

"Iowa farmers know that it is just as important, or more important, to find out why hog prices go down (and what you can do about it) as to find out what to feed the hogs in the first place."

Paraphrasing Mr. Murphy one could say with equal emphasis:

"Running a county extension office is one of the world's most difficult jobs. That job gets ter-

New System For Vets' Books

Veterans at the University of Minnesota, whose books are paid for by the United States government, need no longer stand in line to obtain books and supplies from campus bookstores. Paper work involved in making out the forms by which the university could collect from the Veterans Administration for the books and supplies had taken so long that the lines became extended.

Under the new system announced by Curtis Avery, head of the Bureau of Veterans Affairs, the vouchers will be made out in the offices of that bureau. They will then be sent to the bookstores and the items ordered will be gotten together by specially employed clerks and tied in a bundle. Forty-eight hours after his voucher has been made out the veteran student will go to the bookstore and pick up his order. He will not have stood in line at all.

Some scarce items which campus bookstores may find themselves lacking will be purchased by those stores from private bookstores near the campus and put in the veteran's bundle.

Veterans already in college are registering and ordering books in advance and will thus create no problem when the new quarter opens. The process already described will be conducted for veterans newly entering next quarter between January 4 and 12, Avery said.

Special crews will be employed by the bookstores to handle the packaging of veterans' orders.

Prepare Red Wing Studies

The University of Minnesota Press will publish early in 1946 two monographs by School of Journalism professors, as part of a series of studies of Red Wing, Minnesota. One, by Ralph O. Nafziger, includes a readership study of the Red Wing Republican-Eagle, a study of community radio listening habits, and a content analysis of the Republican-Eagle made for periods in 1941, 1943 and 1945 to determine the impact of war news. The other, by Thomas F. Barnhart, is a study of advertising techniques in the community and of the management of the newspaper.

rific when you get into the social sciences.

"Nobody fights too much about livestock feeding experiments. If so much corn and so much other stuff do better than so much corn and a little different supply of other stuff, farmers note the results and change their methods.

"But try to do an effective extension job on the tariff, packers' practices, debt management, land booms, price cycles, the value of oleomargarine, the direct marketing of hogs, etc., and you run into all kinds of arguments.

"In the long run, Minnesota farmers are as much concerned with these problems as they are with problems of production."

The best protection I know of against unjustified attacks by vested interests are the facts themselves. The truth will prevail in the long run. Hence, it is exceedingly important that sound information be supplied on the controversial as well as on the non-controversial subjects. But the extension agent's job depends on short-run action, not on the long-run recognition of the soundness of his educational program. Hence, he needs the protection of all officials, both at the county and state levels, who are responsible for his employment and for the general character of his extension program.

In conclusion, it seems certain that peace will bring increased responsibilities as well as new opportunities to the extension agent. These responsibilities and opportunities will be especially significant on the economic front. The fact that extension agents have more than measured up to the exacting requirements of their positions in the past augurs well for the more difficult period that lies ahead.

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Jones Says Small Cities Need Planning

University Professor of Architecture an Enthusiast for More Effective and Attractive Space Use

A CLASS of advanced students who, about 15 years ago, asked him to give them a lecture course in the field of city planning and what architects call "urbanism" got Professor Robert Jones of the School of Architecture, so interested in the subject that now, like the chap in "Pinafore" who "polished it up so carefree that now he is a captain in the queen's navy" Mr. Jones is not only a specialist in city planning but is president of the Minneapolis City Planning Commission.

And besides his teaching and his work on that board, he has found time in the past few years to counsel and advise probably 15 smaller communities in this state and nearby on improved ways of utilizing their space, beautifying their civic centers and in general improving the municipal layout.

Even before he taught that stimulating class, Professor Jones was interested in city planning. It really started when he was operating the Architects' Small House Service Bureau, an organization formed to bring architectural services within the means of persons building small homes, who ordinarily would have left the plans to the contractor.

"In that work it was brought to my attention that no one's house value was safe unless there was control of the neighborhood," he said. "We began to think in terms, not of single new homes, but of groups of homes in settings that would remain stable and would not be damaged in value by the invasion of less desirable types of structure. This led to a consideration of the whole town and the relationship of its parts one to another—to urbanism."

Meanwhile Professor Jones gained experience in his work in various ways. He attended President Hoover's conference on home building, helped bring about the slum clearance project at Sumner Field, Minneapolis, and for a year was on leave serving as regional supervisor for Home Owners Loan Corporation, in which job he had to see that 65,000 houses were put into shape to outlast in value the mortgages that the government was taking for loans.

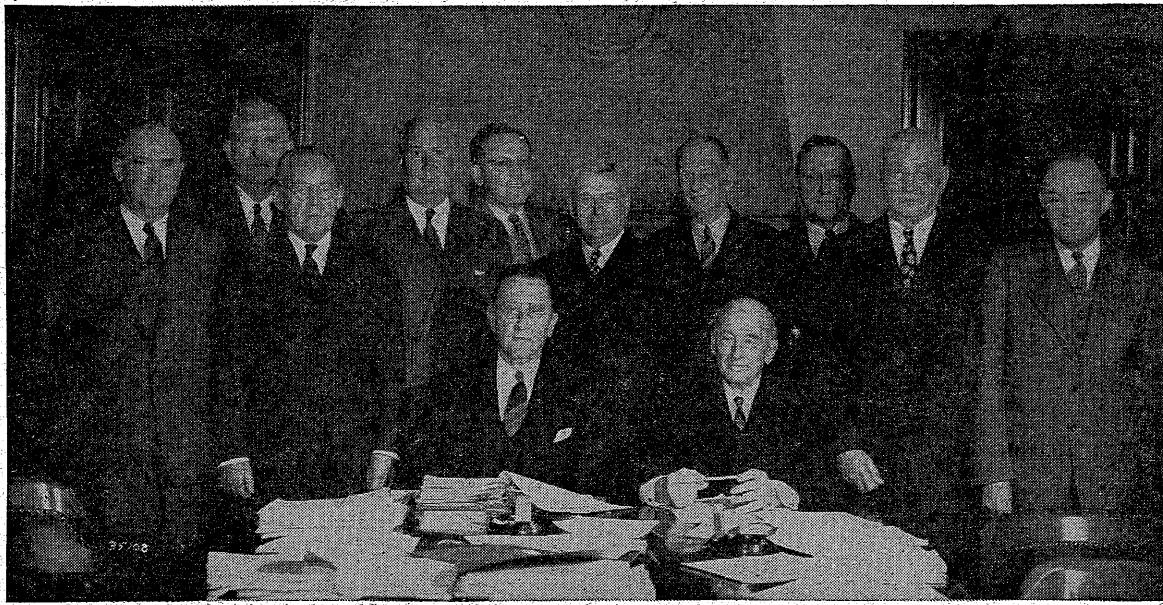
"I know it has been charged that the Sumner Field project was expensive in relationship to the incomes of the people who were allowed to move in," he said, "but it must also be remembered that it was an experiment. It was one of the first 50 of such government projects, and at least it removed one of the worst slums that Minneapolis had or ever will have."

Since he was elected to the Minneapolis Planning Commission in 1940 that body has been giving most of its attention to postwar planning. Jones was elected president of the commission in the fall of 1945.

He is a believer in the project for developing a civic center in the area between Washington avenue and Third street traversed by a regional highway entering town from the west and running to St. Paul on a new bridge across the Mississippi river. This would be a limited access street without surface intersections and would eventually be connected with circular streets lying farther out in the city. The so-called "grand rounds" that include Minnehaha Parkway, Victory Drive, St. Anthony boulevard, Stinson boulevard and west river drive amount in effect to such a street in Minneapolis, and a start has been made on another closer in by the widening of East Grant street between Nicollet and Portland avenues. Development of a Minneapolis Civic Center is involved in the plan.

The postwar program for old downtown Minneapolis will include, he said, grade separation for the Milwaukee railroad tracks. Again, it will not include retention of Washington avenue as a route of the regional highway. He does not know where the new bridge

Board of Regents Pictured with New Minnesota President



Inasmuch as the president of the University of Minnesota is an important factor in meetings of the Board of Regents and attends them all, it becomes necessary to take a new picture of the board when a new president takes office. Seated above, left to right, are President J. L. Morrill and the Hon. Fred B. Snyder, chairman of the board. Standing behind them, left to right are Regents Sheldon V. Wood, Minneapolis, and F. J. Rogstad, Detroit Lakes, Vice-President William T. Middlebrook, Regents Richard L. Griggs, Duluth, Daniel C. Caine, Owatonna, Albert J. Lobb, Rochester, George W. Lawson, St. Paul, A. J. Olson, Renville, E. E. Novak, New Prague, and Vice-President Malcolm M. Willey. Absent when the picture was taken were Regents James F. Bell, Wayzata, Albert Pfaender, New Ulm and Ray J. Quinlivan, St. Cloud. Regents are elected for six year terms at joint sessions of the two houses of the Minnesota Legislature. Four members usually are up for re-election at each biennial session of the Legislature, as the terms are staggered.

North African Arabs and Berbers Want Self-Rule; Like American Ways

Anthropology Professor Reports Findings After Working in Remote Lands

There is a "terrific and growing" resentment against French control in Morocco and Algiers on the part of the native Berbers and Arabs according to Professor Walter B. Cline of the department of anthropology, who has recently returned to his university teaching duties after three and a half years with the Office of Special Services, most of which he spent in North African lands. As is true in so many other areas having vigorous, native populations that are ruled by European nations, the Moroccan

and highway will cross, but feels certain it must go somewhere else than through the University of Minnesota campus. He also is confident that large sums of federal money will be forthcoming for such a bridge and highway.

Professor Jones feels that smaller communities can benefit greatly from civic plans. He is especially interested in such projects "because the problem is still small enough so that one can get something accomplished if he has the sincere backing of the town's people." Among the 15 or so towns where he has consulted may be mentioned Le Seuer, Granite Falls, Hudson, Slayton and many others.

"Things done now to make plans of these communities more logical and more attractive will determine their future growth, especially in terms of land use and land values," Professor Jones explained.

cans and other North Africans have become strongly nationalistic and want self-government, he said.

He found also that the European elements in North African areas have a strong dislike for Americans, based on the fact that we are so much better off. The natives, on the other hand, seemed to have great hopes from Americans, because we are not "out to grab," because we believe in education and because we have a reputation for generosity.

In looking to the future and more freedom, the North African races realize that there is not as yet nearly a large enough part of their population with the education and enlightenment to undertake self government, Dr. Cline said, wherefore they look to education as their great hope, the road to realization of nationalistic aspirations. They feel that it will take at least 20 years to educate enough people so that these lands could rule themselves, so they want to be up and doing something about it as soon as possible.

Professor Cline left the University of Minnesota in June, 1942 and spent a year and a half under the OSS in this country before he went overseas. During this period he devoted himself to collecting information of many kinds concerning the Arabs and Berbers, their probable attitudes in the event of invasion, and the like.

"We had to lay the groundwork for any type of outcome of the invasion," he said. "As it turned out, our attack moved so rapidly that there wasn't a great deal of contact with the Arabs."

Dr. Cline early became interested in the Arab world during his study of anthropology, and when the war broke out his four earlier trips to Arab lands found him equipped with sufficient mastery of the language and familiarity with their customs to make him

"Residence areas should be planned, business district parking problems solved and architects should be employed in the construction of important buildings. There also should be landscape architects to work on parks and recreational facilities. Many towns need better sewer systems and especially improved sewage disposal programs to avoid pollution of attractive streams. There are zoning problems to be considered and building ordinances to be passed."

Mr. Jones expects to continue his interest in the problems of the smaller Minnesota communities. He had a strong word of praise for the League of Minnesota Municipalities, which is, he said, working successfully for the improvement and progress of the state of Minnesota's cities, villages and towns.

Young Teacher Makes Top Score In Accounting

The honor of standing highest of all in the nation who took the professional examination of the American Institute of Accountants last May has been won by Herbert E. Miller, assistant professor in the School of Business Administration.

Mr. Miller has been informed that he will receive the Elijah Watt Sells scholarship award of the institute, which will take the form of a gold medal.

Because no annual meetings of the American Institute of Accountants will be held this year, Professor Miller was informed that place and time of the award to him will be arranged especially. The communications were from T. W. Leland, educational director of the institute.

Bandmaster Back from Army

Gerald R. Prescott, University bandmaster on leave of absence since October, 1942, has returned to the University after three years in the army.

Prescott, who held the rank of major, was first attached as music officer to the headquarters of the Eighth service command in Dallas, Texas. In 1944 he became chief of the entertainment and recreation branch of the command.

From August to October of this year he was a student at the Command and General Staff school, Fort Leavenworth, Kan.

Acting bandmasters during Prescott's absence have been Daniel L. Martino and Merton Utgaard.

of great use to OSS. After he went to Morocco in December, 1943, he was not under cover but continued by open methods his task of gathering information and feeling out the attitudes of the native groups. His work was carried on principally in Morocco and the Sahara and he spent much time in Fez, the Moroccan capital.

Despite the fact that both regions are Arab, there is little inter-connection between the great Arab nations, such as Saudi Arabia and the remote Arab-Berber land of Morocco, Cline said. There is some grapevine information between the two, but not enough sympathy so that, for example, United States policy in Morocco would be influenced by our desire to maintain close friendships in the oil-rich lands of Arabia.

Continued on page 4, col. 4

Attendance Tops All Marks At Minnesota

Enrollment of Veterans Touches 5,636 as Winter Quarter Opens

GAIN IS 77 PERCENT

Proportion of Men to Women Students Back to Approximate Prewar Normal

Final registration figures for the University of Minnesota's winter quarter, announced by Dr. William S. Carlson, dean of admissions, show that two enrollment records were established. One was an increase of 77 percent in enrollment of regular full-time students over the corresponding period of the year before. This record probably will never be beaten, as the higher base established by the greater number of students will decrease the percentage gain in subsequent statistics.

The other record occurred when the university, for the first time, recorded more than 16,000 students in residence at a given time.

Overall collegiate enrollment was 16,079 of whom 15,440 were regular college students and 639 were in "contract courses" being taught for the army and navy. Examples of these students are V-12 men in engineering courses under the navy's program and army men in the Japanese language and area courses. The latter group was somewhat smaller than a year ago, so that while the percentage gain in regular students was 77 percent the gain in the grand total was 66 percent.

With 5,625 students the College of Science, Literature and the Arts fell only a little short of being twice as large as it was a year ago while the Institute of technology, with 2,265 students, came within a few of having four times as many enrolled as were in its courses in January 1945. Business administration, with 453 students, had slightly over three times as many as it had had the year before. The Graduate School gained 625 students to bring its total to 1,523 for an increase of 70 percent. Agriculture, Forestry and Home Economics, now with 1,609 students, rose 63 percent and the College of Education, with 994, rose 40 percent. The General College, rising in enrollment from 528 to 918, had an increase of 74 percent.

Further analyses made by T. E. Pettengill, recorder, show that whereas last year at this time there were 5,708 women in the University of Minnesota and only 4,091 men, there now are 9,339 men as compared with 6,740 women. This still does not re-establish the prewar equilibrium, in which there were about 63 percent of men in the student body and 37 percent of women, but it approximates it, and that division seems to have been a normal one at Minnesota for many years.

Pettengill showed further that the present student body is divided 9,037 in the first and second years and 6,727 in the advanced years, including special students. These two total slightly less than the overall gross number given before because there have been some cancellations since the beginning of the quarter. Among newly entering students, 1,743 entered as freshmen this year, compared with 365 last winter quarter, while 917 transferred with advanced standing from other educational institutions, compared with 212 in 1945.

Of the 5,636 veterans reported by the office of admissions now to be in the University of Minnesota, 5,121 are taking their work under the so-called "G. I. Bill of Rights," while 515 are being educated under the Vocational Rehabilitation Program. The latter is for men with partial disability. Under supervision of the Veterans Administration, they lay out a course leading to a recognizable vocational objective and arrangements are made for their support in college until either that objective is reached or they have shown themselves incapable of reaching it.



Prof. Robert T. Jones

President Speaks On Role of Change In Education

Appears in Symposium on
American Civilization of
Arts College

President J. L. Morrill of the University of Minnesota was a speaker January 17 in the lecture series, "Symposium on American Civilization," which is being offered this winter as an extra-curricular phase of the Program in American Studies that has been organized in the College of Science, Literature and the Arts under the direction of Professor Tremaine McDowell. He spoke at 4:30 p. m. in the auditorium of the Museum of Natural History.

In presenting Dr. Morrill's address on "The Challenge of Change in Higher Education," Minnesota Chats has been found to publish it in two installments because of the length of the paper. The first half of the talk is presented herewith:

Professor McDowell, Ladies and Gentlemen:

My title this afternoon, "The Challenge of Change in Higher Education," offers, I'm afraid, the specious implication of prophecy.

Let me confess myself at the outset as one quite lacking any special insight, as a plain pragmatist in the area of speculation about higher education, as one believing that the future comes more often from behind than from anywhere else. One, it may be, of that uninspired company of "practical" persons whom Disraeli characterized as men inclined to follow the errors of their forefathers!

Yet, in preparation for this paper, I have looked at books with such titles as "Education and the Promise of America," "The Role of Higher Education in War and After," "Higher Education and the Postwar Period," "The University and the Modern World." I have even read the latest pamphlet of the United States Office of Education, just off the press, pedantic and disappointing, entitled "Higher Education Looks Ahead." These have all been helpful, but they have produced no fission, or explosion, of the crystal ball.

I must confess to a sneaking admiration for the Bates College professor, writing recently in the "Journal of Higher Education," who suggests grabbing the future boldly by the forelock. He urges getting up a new course, frankly labeled as "The Future." He suggests such texts as H. G. Wells' "The Shape of Things to Come," Huxley's "Brave New World," Langdon-Davies' "A Short History of the Future," and Furnace's "The Next Hundred Years." I have marked them for reading in some future siege of flu.

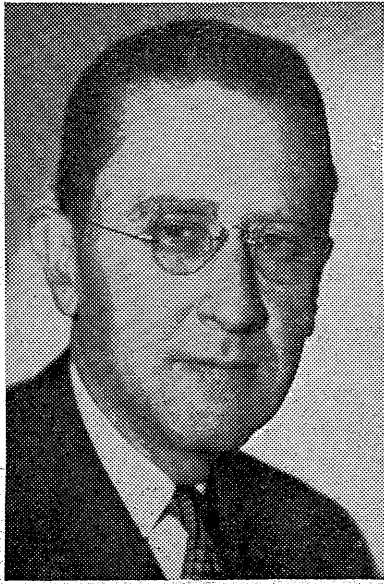
But this professor's picture of what is ahead would be scarcely conducive to convalescence. He predicts one of three possible futures:

"Our Western world may decline as a result of further wars and revolutions, of crises and disintegrations, leading up to a complete breakdown of modern society and a regression in all fields of human achievement," he postulates. This is surely not a hopeful prospect.

What is more likely, he thinks, is that "we may witness during the next century or so, the slow and painful emergence of a world equilibrium, primarily brought about through conquest and revolution and in part achieved through accommodation and rational compromise." Such a world society, he says, need not necessarily be uncreative and shortlived—Spengler and Toynbee to the contrary—but he offers the depressing thought that it will be featured by a far greater degree of bureaucratization, mechanization and standardization than thus far even dreamed of.

The third possibility that "mankind as an integrated unit will continually progress toward greater liberty, equality and fraternity through the use of organized intelligence, world-wide cooperation, and peaceful adaptation"—which is the one I'd sort of hoped for—he dismisses contemptuously, as an optimistic assumption unworthy of discussion.

Why, then, my title? Because it is my central thesis that in the whole picture of higher education in the modern world—and surely the Western one—the American university (and the American state university especially) has already furnished the most fruitful answer to the challenge of change; and it offers the most hopeful pattern of adaptation for the undetermined future. This is a Symposium of American Civilization, providing



President J. L. Morrill

relevance—if not reason—for my remarks.

The problem of the future is, of course, the central problem of all education—since young people are the final test of educational integrity and success. It can be approached philosophically, and must be, of course—but the working place and working time are the inevitable here and now.

Life Is "The Present"

Whitehead, indeed, writing on "The Aims of Education," offers comfort on this point, and a grave admonition, when he says, "the present contains all that there is."

"It is holy ground," he warns, "for it is the past, and it is the future. Do not be deceived by the pedantry of dates. The ages of Shakespeare and Moliere are no less past than the ages of Sophocles and of Virgil. The communion of saints is a great and inspiring assemblage, but it has only one possible hall of meeting, and that is, the present."

We should expect, then, that education as the product of the past and the servant of the present would best reflect the achievements and aspirations of the living and the dead; and that "it is in universities," as Lord Haldane said, "that the soul of a people mirrors itself."

But that soul is never quite attuned to the infinite, or even to the best implications of the present. In his significant diagnosis of "The University and the Modern World," Arnold Nash quotes L. A. Mackay to the effect that "good education is always ahead of public opinion and always behind the needs of the times." This explains well enough the pragmatism, and pessimism, of a good many university presidents experienced in seeking appropriations from the state legislature. But if one can somehow master the three P's of college administration—patience, persistence and perspective—the outlook is always hopeful, and the "challenge of change" a compelling one.

In a recent advertisement this sentence stood out: "alertness makes change an asset to any good business." There is an undoubted alertness in the American academic world to the challenge of change at the level of administration and teaching techniques, especially in the larger institutions, which have carried the biggest burden of collegiate Army and Navy training.

The accelerated program, for example, will have a postwar trial longer than earlier expected, in order to meet the needs of veterans in a hurry to catch up on postponed preparation. College faculties will be less likely to yield to the nostalgic appeal of a more leisurely pace; and there will be a better chance, thereby, to make a reliable research appraisal of the benefits or disadvantages of year-round study and learning.

What of Federal Scholarships?

The precedent of federal scholarships for millions of veterans will likely carry over, five to ten years hence, into the provision of "national scholarships" for civilian students. President Conant of Harvard was urging it before the war. Every research study in New York (where the legislative proposal is now under consideration to establish 12,000 such state-supported scholarships at \$350 each annually), in Pennsylvania, Ohio, Wisconsin, Minnesota and elsewhere, has shown that not more than half the crop of high school graduates who made good records and who, by test, are known to possess high college aptitude, ever get to college. If it is sound public policy thus to underwrite educational opportunity for veterans, why not for civilians?

Here will be another response to the challenge of change in the

Continued on page 4, col. 1

Research Man Tells of Modern Cancer Treatment

"Unjustified pessimism exists among patients regarding the successful treatment of malignant disease," writes Dr. R. E. Fricke of the Mayo Foundation for Medical Education and Research in the Bulletin of the Mayo Clinic. "Many delay seeking medical help for fear that they have cancer. The same attitude of discouragement is present among physicians not specializing in treatment of this condition. This pessimism prevails as the logical result of centuries of failure to treat malignant disease adequately."

In 1900, when cancer held tenth place among the causes of death in the United States, the problem of treatment was not so urgent, he went on. By 1920 cancer had risen to fourth place and since 1929 it has risen to second place in the United States mortality tables.

This rapidly increasing incidence of cancer in the aging population of this country has been a challenge to the medical profession. This challenge has been met by considerable research and the development of modern methods of treatment. Greater progress in the treatment of cancer has been made in the past thirty to forty years than in all the preceding centuries.

This progress has resulted in part from the development of certain specialties. Clinical pathology has been of great help. The pathologist has become skilled in the diagnosis of cancer from fresh tissue and in the use of special staining methods. He has been able to recognize the different types of cancer cells and to grade the cancer according to the rate of growth and spread.

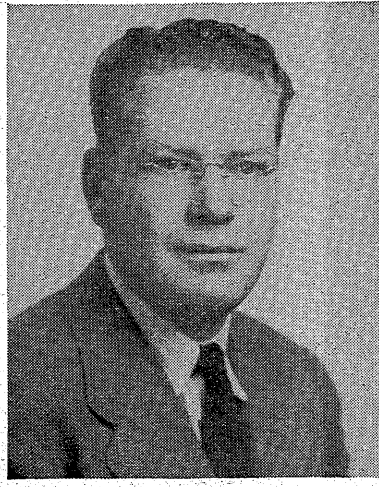
Improvement in surgical technique also has played a major part in progress in treatment of cancer. The development of more radical surgical procedures has become a factor of successful treatment. Besides the cauterization, the innovation of surgical diathermy more recently has added fulguration and coagulation to the methods of destruction of cancer cells.

Fifty years ago roentgen rays were discovered, and in 1898, radium. Irradiation technic has improved steadily during the past three decades. Physicians have been of inestimable value in determining accurate dosage.

Many organizations have been active in improving the treatment of cancer and in disseminating information to laymen. Probably the dynamic force behind the campaign against cancer has been the American Society for the Control of Cancer, Incorporated. It was organized in 1918 by a group of eminent physicians interested in cancer therapy and incorporated in 1922. It is known now as the American Cancer Society, Incorporated. Since 1913, educational material for patients and other laymen has been published and circulated. Since 1930 this has been accomplished mainly by the Women's Field Army of the American Cancer Society now composed of more than 350,000 women. Scientific information regarding cancer is disseminated to the public by means of pamphlets, books, motion pictures, exhibits, radio programs and education in the schools. In 1930 this society cooperated with the American College of Surgeons in setting standards for cancer clinics for general hospitals. More than 375 of these clinics are now in operation in the United States. These cancer clinics were an essential development in the treatment of cancer. The complex problem of cancer can be solved only by the proper correlation of the different specialties involved and a decision regarding the proper treatment or combination of treatments of the individual patient.

In 1937, doubtless as a result of continued pressure by the American Cancer Society and other interested organizations, the Congress of the United States created The National Cancer Institute as part of the United States Public Health Service. A Cancer Advisory Council was created. Under the National Cancer Institute Act, 9.5 gm. of radium was purchased by the government. This radium is loaned to qualified radiologists for treatment of indigent patients and for research. Grants-in-aid for cancer research in the Institute and elsewhere are approved or rejected by the Advisory Council.

There are also many state centers of research and treatment which are not mentioned here because lack of space prohibits it.



F. Lloyd Hansen

The main strength of cancer is its insidious onset. This characteristic prevents early successful treatment. In addition, time is lost before the patient consults a physician and before the internist refers the patient for cancer therapy. The physician's delay is understandable because most textbooks give only symptoms and signs of advanced cancer.

Nothing can be done about the insidious onset of malignant disease. However, the delay of the patient in reporting to his physician can and is being corrected by the educational work of the American Cancer Society. The delay of the internist in recognizing early cancer can and will be corrected in time by the splendid work of the cancer clinics. Many of these that I have been privileged to visit on the East Coast are affiliated with medical schools and medical students have the opportunity to attend these clinics to observe early and late stages of cancer, and to hear the conferences held by the various specialists regarding differential diagnosis and treatment.

The greatest weakness of cancer is its local origin. The present conception of malignant disease is that it is a sudden loss of control of development of the cells of tissues in one region. Chronic irritation appears to play a part. In the adult the body produces just enough cells for replacement and none for growth. In cancer, cells in one region begin to multiply as they did in the embryo or fetus. Destruction of the rapidly growing cells by surgical procedures, radium or roentgen rays may arrest the process before too much tissue is involved. Irradiation is somewhat more selective than surgical procedures as the rapidly growing cells succumb to much smaller doses than normal tissue cells. However, these methods of destruction are complementary and supplementary.

Another interesting development is the cancer prevention clinic. These cancer prevention clinics, aided by grants by the American Medical Association, the American Cancer Society and other organizations, have been started in Philadelphia, New York and Chicago in recent years. Complete semi-annual examinations have been given to all patients between the ages of thirty and eighty who have requested them. These patients have had no sign or symptom of cancer. Among the first 1,000 women examined in Philadelphia, three had cancer of the cervix and among the first 2,105 examinations of the breast five cancers of the breast were discovered. All were cured by proper treatment. Similar results were noted in the New York and Chicago clinics.

These cancer prevention clinics may prove an important advance but it is questionable whether the medical profession has adequate manpower to perform complete physical examinations for so many.

Data on 36,000 "Cured" Cases
Modern methods of treatment have yielded more satisfactory results than is generally realized. Recent statistics of 36,000 "cured" cases of cancer in which treatment consisted of surgical removal, irradiation or a combination of both, have been collected by the American College of Surgeons. These patients have been free of all evidence of cancer for at least five years following treatment. Treatment, however, is tedious and often disappointing. Occasionally, the most carefully planned treatment fails as the tissues of some patients form a perfect soil for cancerous cells and have practically no resistance to the spread of the malignant lesion. Ordinarily, however, conscientious well-planned treatment brings satisfactory results. Last year in the Section on Radium Therapy at the Clinic, Dr. Bowling and I examined thirty-five patients whose cancer was apparently arrested. These patients had been treated at the

Extension Unit Promotes Two

Changes in the General Extension Division following the departure of Watson Dickerman from the University of California are the appointment of F. Lloyd Hansen as head of the correspondence study department and transfer of Huntington Miller from the post of acting manager of Station KUOM to that of program director in the Extension Division.

Mr. Hansen will retain his duties as adviser to the course in applied mortuary science which he has held since September 1913. He is a graduate of the University of Utah with a master's degree in psychology.

The University of Minnesota's course in mortuary science was for long the only such school connected with a major university, though in 1940 one was established at Wayne University. Minnesota's was authorized in 1908 as a three weeks short course, and was stepped up successively to the present nine months in 1932. The regular teaching facilities of the university are used in training the prospective funeral directors, between two thirds and three fourths of whom are from Minnesota. State law requires that funeral directors have the university course plus one full year in college before they may be licensed.

The past year was probably a record one in the annals of the correspondence study department, which had 12,317 registrations during the twelve months, slightly more than half of them made through the United States Armed Forces Institute. Soldiers, sailors, marines and women service people in every theater of operations were taking mail courses from the University of Minnesota. There has been some drop in these enrollments since V-J day, but Minnesota still ranks second in number of registrants, surpassed only by the University of California, as is true of regular collegiate enrollments. The number is expected to rise again, Mr. Hansen explained, when it becomes possible for these courses to be taken with all costs paid under the GI Bill. During the war, service people paid half of the costs.

Huntington Miller, graduate of the Yale Law school, holds the BA and LL.B. degrees from Yale and was in the practice of law for a number of years before he decided in 1940 to continue the work in radio which he had started in 1935 as a script writer for the March of Time program. In 1942 he was given an administrative fellowship in radio at the University of Minnesota which he left to enter war work, again in the field of radio. He was intelligence officer for the French section, overseas branch, OWI, formulating policy for short-wave broadcasts to occupied France and later, in Washington, was policy chief of a section broadcasting to France, Belgium, Spain, Portugal and North Africa. Subsequently he was flown to London and continued in OWI radio services overseas. In occupied Germany he continued his work both in radio and in newspaper propaganda.

Miller's service as manager of KUOM covered the period between the resignation of E. W. Ziebarth to become educational director of station WCCO and the return of Burton Paul from overseas service with Radio Luxembourg.

Clinic for proved cancer more than five years ago. The time elapsed since any treatment had been given varied from five to twenty-two years. Twelve of the thirty-five patients had been apparently free of any cancer for more than ten years. We also examined 468 previously treated patients whose malignant disease appeared to have been arrested for periods of less than five years.

In a discussion of cancer therapy, cure or arrest of the disease is always emphasized and not enough consideration is given to the palliation achieved. Even if the patient eventually dies of cancer, the elimination of pain, hemorrhage and foul discharges is well worth while. Many chronic diseases, such as diabetes, chronic heart disease and arteriosclerosis, are not curable but medical science has achieved excellent results in keeping these patients comfortable during their last years.

The use of surgery, radium and roentgen rays is achieving a success not universally recognized. Unquestionably, research in the future will yield new weapons to combat the various types of cancer. Until this occurs, surgery, radium and roentgen rays constitute the only measures which have proved curative.

New Reason for Pre-Marital Tests Seen in Effects of Rh Incompatibility

Dight Foundation Pursuing New Theory of One Cause of Feeble-mindedness

Prospects for 1946 Foreseen by Analyst

Studies of the "rh factor" in human blood indicates so strongly a bearing on feeble-mindedness of children when the father is rh positive and the mother rh negative that it would be beneficial both to themselves and to society if young couples contemplating marriage were tested in this respect, Dr. Clarence P. Oliver, director of the Dight Institute for Human Genetics, University of Minnesota, states.

He said there are probably 750,000 "undifferentiated" feeble-minded in the United States, pointing out that if even one-sixth of these could be traced to "rh incompatibility" a great gain in knowledge and possible practice could be made.

Crossing of rh positive and negative blood when the mother is negative has been demonstrated to lead in many instances to abortions, birth of jaundiced or anemic children, or the wrinkled fetus, usually born dead in the condition known as erythroblastosis fetalis. In addition to these, said Dr. Oliver, scientific evidence is piling up that rh incompatibility between parents is also a cause of feeble-mindedness. Final scientific sanction has not, however, been given to this theory.

"Among children with undifferentiated feeble-mindedness, which is to say those with no definitely identifiable type, such as mongolism, those whose parents have rh incompatibility occur in about twice as many instances as might be expected from chance alone," he said. "If further investigation finds erythroblastosis and undifferentiated feeble-mindedness occurring with high frequency in the same families, the argument will be pretty well clinched."

The rh factor is named after the rhesus monkey (a primate, as is man) which was used experimentally to differentiate human blood into the positive and negative reacting groups. In the attempt to discover other blood types in man than those already known, Landsteiner and Wiener used an antiserum (antibodies) produced by rodents injected with the rhesus monkey blood. At the present time the anti-rh serum is prepared from the blood of mothers of erythroblastotic children.

Among humans, said Dr. Oliver, about 87 percent are rh positive and 13 percent rh negative, which makes the frequency of marriage between a positive father and a negative mother great enough to be a serious genetic problem. Cause of the damage to unborn children, he said, is that the warring blood types of the child and its mother create antibodies which attack the red blood corpuscles. One theory advanced with respect to feeble-mindedness is that the damaged red corpuscles supply insufficient oxygen to the developing brain, thus damaging mentality. Drs. Yannett and Snyder, the latter, L. H. Snyder of Ohio State University who recently lectured at the University of Minnesota, have published the pioneer work on the rh factor with respect to feeble-mindedness, Dr. Oliver reported. Pioneer work on rh was by Landsteiner and Wiener.

The main interest of the Dight Foundation is in tracing and reporting to the public genetic and hereditary conditions that are damaging the human race but which increased knowledge can help eliminate.

"I would strongly recommend rh tests for prospective brides and grooms," Dr. Oliver said. "The difficulty at present is that of obtaining enough serum from the blood of women who have produced erythroblastotic children."

He said further that about 11 percent of all marriages are between rh negative women and rh positive men, and that after elimination of certain unusual blood types, about six percent of all

Music Scholarship Ready

Scholarship funds of \$250 are awaiting one or more University of Minnesota students of music who plan to become professional musicians. Prof. Paul M. Oberg, department head, said today that any music student who plans to be a musician may apply. The money is made available each year by the Theodore Presser Foundation of Philadelphia, created by the publisher of "Etude." The sum may be given to one student or divided, he said. It would cover cost of tuition and applied music for a year.

Even in times like these business men expect commentators to make forecasts during the closing weeks of each year. In conformity with that tradition the writer of the Business Bulletin ventures to make the following comments based on his personal opinions concerning possible developments next year, writes Leonard Ayres, Cleveland business analyst.

It now seems probable that national income payments, which have been about 156 billion dollars in 1945, will be about 120 billions in 1946, and will not differ from that amount by more than 12 1/2 percent.

The volume of industrial production, as measured by the Federal Reserve index, has averaged about 202 in 1945. Probably it will average about 165 in 1946, and will not differ from that amount by more than 10 percent.

Wholesale prices, as measured by the index of the Federal Bureau of Labor Statistics, are rising and their level now is about 107. It seems probable that their average in 1946 will not be more than 10 percent above the present level.

The cost of living, as measured by the Federal Bureau of Labor Statistics, is rising and probably the average in 1946 will be not more than 10 percent above the present level.

Production of bituminous coal in 1945 has amounted to about 567 million tons. It will probably be lower in 1946 but by less than 20 percent.

Loadings of railroad freight have amounted to about 42 million cars in 1945. It seems probable that they will be more than 37 millions but not as much as 42 millions in 1946.

The yield of long-term, fully taxable, federal bonds, as measured by the Federal Reserve index, is now about 2.37 percent. Its average in 1946 will probably not vary from that level by more than two-tenths of one percent, (20 basis points).

Stock prices, as measured by the Standard and Poor's inclusive index of 402 issues, will probably have an average level in 1946 not more than 15 percent different from the present level.

In 1945 the value of department store sales, as measured by the Federal Reserve index, has been approximately 205. It will probably be as much as 220 in 1946, and it is not likely to differ from that level by more than 10 percent.

It seems probable that hourly, straight-time wage rates of factory workers, as reported by the Department of Labor, will advance in 1946, but the average for the year will be less than 10 percent higher than the present rates.

blastosis on the basis of heredity. However, only about one-half of one percent of live-born children have conditions now identifiable as due to rh incompatibility. This leaves an area of five and one-half percent in which eventually many feeble-minded may be identified as belonging in the group damaged by this incompatibility of blood types.

Given Gazette Of Philippines

Documents which he believes may be the only copies in this country of the Official Gazette of the Administrative Commission of the Philippine Islands under Japanese domination have been received by the law library of the University of Minnesota Law School, according to Prof. Edward S. Bade, librarian. They came as a gift from the liberated Philippine government through the good offices of Lt. Col. Carl E. Erickson, graduate of the university law school and a practicing attorney in St. Cloud who has been with general headquarters, American Military Government, in those islands. A secretary to President Sergio Osmena helped him get the volumes out of the Philippines, Col. Erickson informed Mr. Bade.

After a Japanese puppet rule was established the title of later volumes was changed to "Official Gazette of the Republic of the Philippines." The documents are in English.

Excerpts from the laws and proclamations show that "contemptuous or disrespectful words against the president of the Philippine Republic children are subject to erythro-

Burma Vet. Heads Veterans' Bureau



Curtis Avery, former English teacher at the University of Minnesota, who served with the rank of captain, first as commandant of cadets at Ellington Field, Texas, and then as theater orientation officer in the India-Burma theater, returned to the campus October 15 to become director of the Bureau of Veterans Affairs, an establishment in the set-up of the dean of students, charged with counseling and in general facilitating in every way the contacts of returning veterans with the University of Minnesota. The great influx of veterans has made the job more difficult and the size of Avery's necessary staff much larger than had been at first anticipated, but the facilities and personnel have proved equal to their task. After rising to a peak of nearly 500 men a day as the winter quarter approached, the stream of those seeking services of the Bureau of Veterans Affairs has now leveled off at about 100 a day, Mr. Avery reports.

A native of Colorado who took his undergraduate work at Pomona College in California, Avery has done graduate work at Yale and Columbia and holds the M.A. degree from Yale. An interesting item in his career was the way in which he was first engaged to work at Minnesota. In Paris he met Dean Joseph M. Thomas, since retired, who at that time was head of the department of English. Dean Thomas hired him on the spot to serve as an English instructor. Later he headed the English work of the General Extension Division.

"No one appreciates the housing situation more than I do," says Avery, who is living temporarily in the home of friends on the faculty. His wife and two children are at Mrs. Avery's home in Colorado until dad can find a place for them to live.

Shown with Mr. Avery in the picture are, left, Willis Winther, who is re-entering the Institute of Technology as a sophomore in mechanical engineering. Willis, who served on Okinawa with a heavy weapons platoon of the 96th division, lives at 2731 James Ave. N., Minneapolis. Center is seen Miss Allie Tantilla, secretary to Mr. Avery and the Bureau of Veterans Affairs.

Army Program Men Learned Swedish Well

American soldiers in advance units overheard and understood Russian tank commanders talking with each other by radio long before the armies of the Eastern and Western fronts met in Germany. Many of the Americans who were proudly able to tell what the Soviet fighters were saying and later to converse with them had learned the Russian language in a few months, starting from scratch, under the Army Specialized Training Program, says an article in the Swedish-American News. Although up to the present writing there has been no such dramatic reference to the use of Swedish by American soldiers, that, too, is one of the thirty-two foreign tongues taught by intensive methods in accelerated courses to meet the sudden demand, and there can be little doubt that the newly-gained knowledge of Swedish by Army specialists has already served a useful purpose.

Under the Military Swedish Language Program at the University of Minnesota last year, directed by Einar R. Ryden, 125 American soldiers, who were not of Swedish stock and had not previously learned a word of the language, spent nine months at the university and, when their studies were completed, were able to converse freely in good colloquial Swedish on almost any ordinary topic. Swedes who heard these young men carrying on small talk, making speeches, and singing songs, all in smoothly-flowing Swedish, marveled at the results of the speeded-up program.

public" were punishable by from five to 10 years in prison. One order intending to call for the evacuation of Manila described the situation "necessity of depopulating the city." As American air attacks began there was a proclamation establishing martial law on Sept. 21, 1944 and on the following day a declaration that a state of war existed between the Republic of the Philippines, and the United States and Great Britain.

Mr. Bade is now endeavoring to obtain transcripts of evidence from the great trials of war criminals in Europe and feels he may soon get the record of the Petain trial. Andre Mornet, trial judge in that case, has sent him a list of what has been printed and where it is obtainable. He hopes also to get the records of the Quisling, Yamashita and current trials of the top Nazi criminals.

New Industry Called Result Of 'U' Research

Announced decision of a large Portland cement company to build a \$3,000,000 plant near Monticello for making cement from marl is a direct result of University of Minnesota research and exploration, Dr. Frank F. Grout, head of the State Geological Survey, said today. The survey is a function of the university's department of geology.

He pointed out that the principal deposits of marl in this state were brought to public attention as the result of a study begun in 1930 by Drs. George A. Thiel and C. R. Stauffer of the university as members of a Geological Survey party. Their results were published as Bulletin 23 of the survey.

"Survey explorations at the lake near Monticello found marl deposits 20 feet deep without touching bottom and Leigh Portland Cement company investigations show that it goes much deeper, providing material for an industry lasting many years," said Professor Grout.

"These marls," he said, "consist largely of carbonate of calcium, the source of our lime and a major constituent of cement."

Dr. Thiel, who made the discovery, explained that marl is formed in lake bottoms from waters charged with calcium bicarbonate from glacial drift. It constitutes most of what is called hardness in lake and river waters and is precipitated out by the action of various aquatic plants or when the lake waters become super-saturated.

Carnegie Retirement Fund Report
More recipients of Carnegie retiring allowances have lived in New York State than in any other, a total of 669. Massachusetts is second with 610, and California third with 279.

A total of 3,974 allowances and pensions have been granted to teachers in 41 different states, eight Canadian provinces, and Newfoundland by the Foundation since its inception in 1906.

Up to June 30, 1945, former teachers at Harvard have received from the Foundation allowances totaling \$3,738,910; at Columbia \$3,568,420; at Yale \$2,711,044; at Cornell \$2,171,240; at the University of Michigan \$1,678,472; and at the University of California \$1,471,649. The total expenditure, which in 1906-07 was only \$158,890 among 35 institutions, had risen in 1945 to \$48,197,732 among 94 institutions.

Fact and Fancy

By T. E. Steward

IT WOULD never have happened if I hadn't gone to sleep, but it was a long walk out to the old prairie east of town, and I had sat down to rest under a scrub oak where a small thicket of Indian currant bushes helped cut off the hot June sun. I do not know how long I had slept, when—

What was that sound that seemed to have awakened me? Shots? And from where came that stamping of horses' hoofs? How had the long-extending canvass wall, enclosing several acres, got into place in so short a time? I had been lying under a tree. How had I come to be sitting in these seats that seemed to be like bleachers at a football game?

The old gentleman with the flowing gray curls, the buckskin jacket with its heavy decorations of fringe and beads and the gauntlet gloves reaching half-way to his elbows was sitting, very erect, on a large horse of dappled gray color. Its fine chest muscles bulged as it single footed across the arena toward where I was sitting, strangely alone. Then I heard the voice of an announcer in a megaphone.

"And now we introduce Colonel William F. Cody, the famous Buffalo Bill, and his unequalled Wild West Show."

A crackling volley of shots sounded behind the figure on the gray horse as whooping, screaming and shooting, what seemed to be scores of Pawnees and Comanches rode hard across the grass, bareback, wearing G-strings, low moccasins and the long, feathered head-dresses of the plains Indians. With them were from a dozen to twenty "Don Cossacks" on fat, pillow-like saddles on which they stood on their heads, swung their rifles wildly, whooped and fired. Trotting more sedately in this mixed and frenzied crowd were lady riders wearing boots, short skirts, open velvet jackets of bright colors and big western hats, that bent back against the wind caused by their speed. And there were cowboys, too; lots of cowboys.

Then the whole gay, fierce, swift motley crowd drew up before me and William F. Cody stopped his horse in the foreground, removed the big hat from his nearly white ringlets and raised his arm in salute.

I gasped and almost choked. At some signal I did not hear, the whole posse turned their horses instantly and, quirts swinging, hats waving and a diverse medley of shots, grunts and shrill cries rising through the dust from their galloping mounts, they dashed out of sight through the concealed exits in the canvass wall.

I was alone but a moment, but I had time to look up at the soft blue of the June sky and down at the prairie floor, thinly grassed, where the plants still seemed to be waving in the wind from that unique cavalcade. Then a great pounding of hoofs caught my ear again and, looking up, I saw the buffalo. Maybe their numbers were not very great; possibly no more than fifteen or twenty of them, but my imagination instantly multiplied them into thousands. The bulls, with their darker contrasting manes and short, slightly curving horns, seemed to lead the herd, but the cows were running, too, and here and there a half grown calf tried to keep up the pace. The Indians, gruesomely painted, riding automatically as if they were parts of the horses they bestrode, followed on horseback. They discharged their blunt arrows into the herd; they waved their arms and whooped their hunting cries. The buffaloes thundered past and around the inside of the canvass wall and, like the opening spectacle disappeared through the concealed exits.

I recall somewhat less clearly the spectacular riding of the Don Cossacks, who stood on their heads in the saddle as they had done in the opening assembly, swung down to normal riding position and swung up again to stand on their heads. Their long, gray coats came to below their knees and there was a kind of bright red cross hatching upon their chests, such as is seen in cossack pictures from the time of the Crimean war. They wore high, brightly polished black boots of soft leather.

"And now" someone was saying "We shall see an exhibition by Miss Annie Oakley, champion woman sharp-shooter of the WORLD."

Annie Oakley did not enter on horseback. Clad in boots, ankle-length skirt, a rather masculine tunic and the inevitable broad-

Tells Role of Change in Education

Continued from page 2, col. 2

direction of the larger democratization of education. The same result, although from a somewhat different motive, will occur much earlier when Congress votes funds for scholarships and fellowships for scientific training under the Magnuson or Kilgore proposals, or some modifications thereof.

Just as the Land-Grant College Act of 1862, signed by Abraham Lincoln, gave new emancipation to the concept of "education for the many" instead of "education for the few," so will higher education in the 50's and 60's face new demands of numbers, and of significantly changed planning and purpose, resulting from the precedent of the G. I. "Bill of Rights."

Slowly but surely, pedagogy will take increasing account of Army-Navy training results through the use of audio-visual teaching materials, to speed and motivate learning. The area-language curriculum, developed for the Army to train soldiers and officers for foreign assignment, will give post-war impetus to the prewar experiments in curricular integration. To combine the study of a foreign language with a disciplined understanding of the history, government, geography and arts of the peoples who speak it will have strong cultural and professional appeal in the educational approach to world-citizenship and world government.

"Tips of the Iceberg"

These tendencies to change, some of them more superficial than really significant, some the result of wartime impact and immediate social pressures from outside academic walls, are the tips of the iceberg. The larger mass of its submerged bulk is freighted with the deeper question of what will be the future character of American higher education, and what the pattern of institutional organization to achieve it. More than this, any iceberg moves in a current of atmosphere and water which determine also the direction of its drift. What, then ARE the controlling climate and currents of higher education in this country?

America has believed from its beginning, and has acted more practically than any other people to carry out its belief, that education is the means to a better life and a nobler society. Our forefathers said so plainly in the historic Ordinance of 1787. We have believed with Morace Mann in the improbability of the race. At the level of higher education, especially, we have demonstrated the American commitment and faith, democratically conceived, beginning with the Land-Grant Act of 1862.

I have seen no clearer statement of the case than that written just before the war by former President Arthur E. Morgan of Antioch College, who said:

"European education continues the old tradition of preparing small groups of educated intellectuals to lead a relatively inert mass. America has larger hopes. It is endeavoring somewhat blindly to explore the whole range of human capacities, to discover what can be added to the life of every person to give it the greatest range, satisfaction and value.

"The proportion of young people attending secondary and higher educational institutions is five to ten times as great in America as in England, France or Germany. Temporarily our methods seem to serve mediocrity rather than the best intellectual ability, but the American ideal of inciting everyone to his highest possible level of activity in time will find expression in a great variety of educational institutions, each endeavoring to give the best expression to some type of human energy. Limited objectives like those of Europe can more quickly be exceeded, but the American ideal finally will achieve greater dignity and range."

There is one fundamental appraisal of the current and climate within which American higher education must move to meet the challenge of change. It is an ideal not yet realized except as the American state university has struggled "somewhat blindly" to achieve it,—and has measurably succeeded.

How Will State University Fare?

Will the state university, overwhelmed now with veterans and the prospect of new civilian thousands, perennially plagued by insufficient resources, confused from within by competitive convictions as to the nature of its job, lose its historic sense of democratic mission? Will it yield its function to new types of colleges or so-called tertiary institutes like those proposed in New York state, and with-

draw from the main current which has carried it to greatness?

America has led in the number of students attending college, which the land-grant state university emancipation made possible. This has been an almost UNCONSCIOUS response to the challenge of change, under the democratic urge.

Now we are confronted with the more conscious summons to American world leadership, resulting from the war and the collapse of western European integrity as a source of ideational inspiration.

When Mr. Nelson Johnson, whom I knew in Wyoming—former ambassador to China, for 35 years a diplomat in the Far East—when Mr. Johnson sailed for his important new post as Minister to Australia at the outbreak of the war with Japan, he said on shipboard to a "New York Times" reporter:

"American ideas will lead the world for the next 4,000 years. This war is the last stand of the Old Order against American ways and ideas. All the world is watching us. No American can travel in other countries without seeing that. The 'wave of the future' lies right here in the United States, and the funny thing is that everybody in the world knows it but us!"

If this statement seems to you incredibly chauvinistic, there is Alfred North Whitehead's testimony—less extravagantly expressed, perhaps, but no less positive: "For many generations," Whitehead writes, "the North American continent will be the living center of civilization. Thought and action will derive from it, and refer to it."

Or hear the French journalist and critic, De Sales: "the outside world has long been conscious there is literally no salvation for Western civilization without positive leadership from America."

Clearly, no mere program of loans or disguised lend-lease, no mere chore of military occupation, no perfunctory participation in the United Nations Organization will suffice to meet the American responsibility. Surely, this symposium in American civilization and Professor Tremaine McDowell's significant program of American Studies under the sponsorship of a great American state university come none too soon as a heartening response to the challenge of change. It is time, indeed, that we become conscious of our heritage, which is one means of understanding our opportunity.

It is in the Age of Atomic Power that the summons to world leadership confronts this country. Everyone is saying so, these days. And the more sobering because it is our scientists and industrialists who principally perfected the bomb, whatever their indebtedness to primary research done elsewhere. We are still stunned and terrified. Seeking to shock us into common sense, Norman Cousins declares flatly that "modern man is obsolete." But to become too much self-terrified is a surer sign of social neurosis than to be afraid of others. Maybe man is not so much obsolete as precocious, and the corrective for precocity is not pessimism.

One cure, as Cousins points out, is education.

"Man has available all the elements for the creation of a new era," President Henderson of Antioch says hopefully in his book on "Vitalizing Liberal Education." This book seems to me, incidentally, the cream of the crop on that subject in recent years; much more useful, for example, than the presently much-quoted report of the Harvard committee on "General Education in a Free Society."

Scientific Knowledge Removes Fear

"With the coming of the age of science," Henderson goes on, "knowledge became available as the basis for intelligent action. The fear of unknown consequences which fettered men's minds and bodies for untold centuries has been replaced with the possibility of confidence and courage. No longer need man be dependent upon the will and whim of his gods. He is free to search for and build the good life. William James's statement, 'the world stands really malleable, waiting to receive its final touches at our hands,' expresses the new attitude."

Within the context of this high challenge of change American leadership and the education to buttress it, are summoned to serve. More than that, our opportunity for world leadership (which is clearly more than merely economic or political) has been, I deeply believe, the product in large part

Fact and Fancy

Continued from page 3, col. 5

brimmed western hat she advanced to a position maybe 40 yards from me, bowed rather solemnly and with dignity, and standing firmly, held her rifle at the "ready." Miss Oakley was a woman of perhaps 50 years.

Someone was throwing iridescent glass balls into the air. They caught the sunlight and sparkled in momentary, bright flashes.

"Bang," a single glass ball disintegrated into a thousand pieces.

"Bang, bang." Two balls disintegrated.

"Bang, bang, bang." Annie Oakley shot down three glass balls almost as easily as she had knocked down one.

Colonel Cody and another man (was he Major Burke?) joined her and they, like her, did some shooting that one would not believe had he not seen it. Could there be such skill? Their guns were rifles. Did they use shells filled with small shot? Could they possibly have been so accurate had they used cartridges with a single ball? There was no one from whom I could get the answers to these questions, and the afternoon was wearing on.

The sensational riding act of the plains Indians followed now, and when they had run their pinto and calico and dappled and buckskin and other variegated ponies off the field through the canvass exits, I realized the show was nearly over and that the time had come for the grand finale.

I held my breath, for it was years since I had seen this one-time annual exhibition. My heart beat fast. Could I really be seeing the great Wild West Show? The one and only William F. Cody, Buffalo Bill?

Then it came, at first no more than a rumble, punctuated with a crackle of rifle fire. The old four-wheeled, leather curtained coach raced out across the prairie, its driver holding tight rein on his six galloping horses and from time to time sending the long bullwhip flicking along their sides. It was a Wells-Fargo stage, and on the seat with the driver was a westerner right out of Frederic Remington, working his lever action carbine as fast as he could and firing, firing, at the attacking Indians. Other spurts of flame came from the muzzles of rifles protruded from behind the leather curtains of the stage. But the Indians swiftly caught up. They poured arrows at the stage, which bounded and zinged off the leather curtains, the dash, the heavy wheels and screeching axles. It was nip and tuck. The stage finally made it to the screened exit, but I knew that more than Indians had been lost in that fight. More than one brave plainsman and true lay dead within the coach. On the driver's seat the guard lay grievously wounded, his carbine fallen to the earth. Would the mail get through? The precious letters to loved ones back east? The gold dust and bullion from Sutter's millrace? One could not be sure.

Then the show was over and again Buffalo Bill's fine horse came single-footing forward, bearing on his back the one and only William F. Cody.

Again the old man took the hat from his white ringlets and raised his arm to me in salute and farewell.

I struggled to rise to return the old gentleman's gesture, but the leaden inertia of my dream would not let me move. In my effort to get up I closed my eyes for only a moment, and when I opened them again all had vanished. There remained only the scrub oak, the Indian currant bushes and a pink prairie rose in the fullness of its June blossoming. Then from the far distance, I seemed to hear a fading cry—YIPPEE—YIPPEE—yip-yi—

Oh, man! Oh, Buffalo Bill. Come back! Come back!

of our commitment to education, blind and befuddled as we may have seemed to others and to ourselves.

"America has pursued her way in education, as in nearly everything else, stumbling here and halting there, moving forward in a zig-zag fashion," President Lotus D. Coffman said, but no one saw more clearly than he that the direction was always forward. No one had surer confidence in the destiny of the state university IF IT COULD CONTINUE to meet the expanding needs of democratic diversity.

To do just that is a struggle, far from ended—because of the failure of a sizeable contingent in our college faculties to see, and to accept, what has already actually happened in American higher education; and to go on constructively from there. They are constantly pausing to listen to the

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North African Arabs Jay Vessels Want Self-Rule Back in Harness

Continued from page 1, col. 4

The opinion often heard that where Arabs and Jews are in contact, the latter suffer severe disabilities is incorrect, Dr. Cline said. There is in Morocco some regulation of Jews but as a whole that people are prosperous and far more open to foreign influences than are the natives. An outlander like himself, for example, he said, would never meet a Moslem woman but was welcomed into Jewish families and entertained with only normal formalities. The Jews have a well-organized school system of their own and have become much more "Frenchified" than have the native races, which resist such influences. Also, he said, because it was so much easier to have social contacts with the Jews than with the Arabs, the latter gained the impression that the Americans were very pro-Jewish.

German propagandists worked very hard to give the Moslems the impression that great benefits would follow German occupation of North Africa and enjoyed some success, more particularly in Tunisia, the Minnesota anthropologist pointed out. American removal of the Bey of Tunis after the conquest further hardened the feelings of many Tunisians against our forces. On the other hand, the Sultan of Morocco refused to enforce anti-Jewish decrees issued by the Vichy government of France for North Africa.

The much bruted "dirtiness" of the Arabs is a result of poverty, not disinclination to be clean, he said.

"Americans cannot begin to comprehend such poverty as afflicts the lower classes there," said Dr. Cline. "When it is a choice between a piece of bread and a piece of soap, they naturally choose the bread."

Most appealing of the population were the Arab children, he said. The children, who are friendly, attractive, bold and appealing immediately won the hearts of the American soldiers.

"These were the only really sentimental contacts in Morocco," he declared.

He came away with the impression that, rather than complete independence, such nations as Morocco want education that will prepare them for self-government under a benevolent foreign regime.

The international settlement of Tangiers is another thorn in the side of the Moroccans, who still consider that area, directly across from Gibraltar, a part of the Sultan's domain. Not loyal to the French, the Moroccans dislike the Spanish and Italians even more, which explained in part the temporary subjection of some of them to the bright promises of German propaganda.

Dr. Cline considers the future role of the Italian colony of Libya to be no great problem as the population is sparse, largely nomadic and the arable lands small. He believes the British will retain at least de facto control of considerable areas formerly Italian that lie adjacent to British spheres of influence, such as Egypt or the Anglo-Egyptian Sudan.

During the second semester of the General Extension division, starting Feb. 11, Professor Cline will offer an evening course entitled, "The Arab World Today."

Bittner a Research Official

Dr. John J. Bittner, George Chase Christian professor of cancer biology, University of Minnesota Medical School, has been elected a member of the board of directors of the American Association for Cancer Research. He will serve until the next annual meeting in the summer of 1946.

Hutchins, the Flexners, the Foersters, the Van Dorens—the whole long list of classical lamenters whose anguished, or arrogant, admonitions to look back and to turn back too often are heeded and thereby confuse and clutter up the great columns on the forward march.

(To be concluded)

Jay Vessels, the man who got to be known as "house mother" to Ernie Pyle and hundreds of correspondents and radio men covering the European war theater, has joined the city staff of the Minneapolis Star Journal as assistant city editor, says Editor and Publisher.

Serving as contact man between the news hawks and the Army air corps Vessels first was press officer in New York and London and then became a field press officer.

Those duties carried him through the North African campaign, Tunisia, Sicily, Italy, southern France, Luxembourg, Belgium and then Germany, where he handled a chain of forward press camps at Cologne, Weimer, Frankfurt, Leipsig, Schweinfurt, Nuernberg and Munich.

Commissioned a captain shortly after the outbreak of hostilities, he was discharged as a lieutenant colonel.

Vessels, with a long background as a newspaperman, had the happy faculty of anticipating the needs of reporters and was instrumental in providing for their welfare, hence the affectionate "house mother."

A native of Kentucky, Vessels broke into the news game on the Sioux Falls (S. D.) Press before World War I, of which he also is a veteran. After that conflict he was with the Sioux Falls Argus-Leader and then joined the Associated Press in St. Paul in 1920.

After a stretch as correspondent in Duluth and Minneapolis he became an AP feature sports editor in New York City from 1928 to 1930. Then he took over as city editor of the Minneapolis Tribune for a brief time before returning to the AP in Minneapolis where he remained until entering the Army Air Corps.

N. Y. Times Man Praises Minn. 'U'

The University of Minnesota "may serve as a typical model of the democratic 'college of the future,'" says Dr. Benjamin Fine, education editor of The New York Times in his new book, "Democratic Education," a copy of which he has sent to Vice-President Malcolm M. Willey of the university.

Dr. Fine instances the university's liberal admission policies, its variety of colleges and the privileges of transferring between them, its General College, offering preparation for life rather than specialization and the new approaches of the College of Science, Literature and the Arts to the goal of broadening and refining the individual through its program of general studies.

Graduate Record Exam. Use Spreads

The Carnegie Foundation for the Advancement of Teaching reports that its Graduate Record Examination has been of use to returning service personnel who have wished to enter graduate and professional schools in the United States and Canada.

To this group the examination was made available in June 1944 at the request of Harvard, Yale, Michigan, and Wisconsin. First constructed for Harvard, Yale, Princeton, and Columbia, the examination was used experimentally for five years in 10 graduate institutions. As of June 30, 1945, almost one hundred of the leading American and Canadian graduate and professional schools were suggesting or requiring the examination as auxiliary evidence of fitness for graduate study.

In conjunction with the special test of the U. S. Armed Forces Institute the Graduate Record Examination completes the cycle of opportunity offered qualified returning soldiers to demonstrate their ability to undertake college, graduate, or professional training.

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Limitation Put in Effect By University

Only Special Causes Will Cover Admission of Out-State Students

PLAN AN EXPERIMENT

Sons and Daughters of Former 'U' Student May Come If They Wish

The latest situation created in American colleges and universities as a result of the great inrush of students consequent to the end of "fighting war" has been the decision in most institutions to limit registrations, a policy that in most instances has taken the form of limiting undergraduate enrollments from outside the state in which an institution stands. This, at least, has been the advisable form of the action in state, tax-supported institutions.

Limitation of enrollment began in the large, private, eastern colleges, which began to announce early in the current college year that they had applications enough to fill classes over long, though varying periods.

Subsequently the tax-supported universities found themselves faced with the same problem, and such institutions as Ohio State, Illinois, Indiana, Michigan and Wisconsin put into effect varying degrees and programs of limitation.

The more extensively other colleges limited new enrollments, the greater became the pressure upon institutions that had not adopted a policy of limitation, with the result that it became evident Minnesota would have to follow suit in some degree. The Board of Regents, the University Senate and the university administration all saw that some form of limitation must ensue.

No stated policy would be likely to meet the approval of all the different elements interested in seeing that a sound policy was adopted. However, at the meeting of the University of Minnesota Board of Regents on February 15 the board asked President J. L. Morrill to announce a policy of limitation after consultation with the University Senate's administrative committee. Earlier a special ad hoc committee to formulate a plan had made a report, and such committees as the Board of Admissions and the Committee on Education had been asked to present their views.

On Monday, February 18, following a meeting of the Administrative committee, the following release and statement was issued by the university.

University's Statement.

Following consultation with the administrative committee of the University Senate Monday morning, President J. L. Morrill issued a statement of policy to govern limitation of student admissions to the university during the spring quarter of this year and on an experimental basis.

This action was in line with authority granted him for doing so at a meeting of the Board of Regents, Friday, February 15. The board also requested that he proceed to formulate such a policy.

Dr. Morrill's statement said:

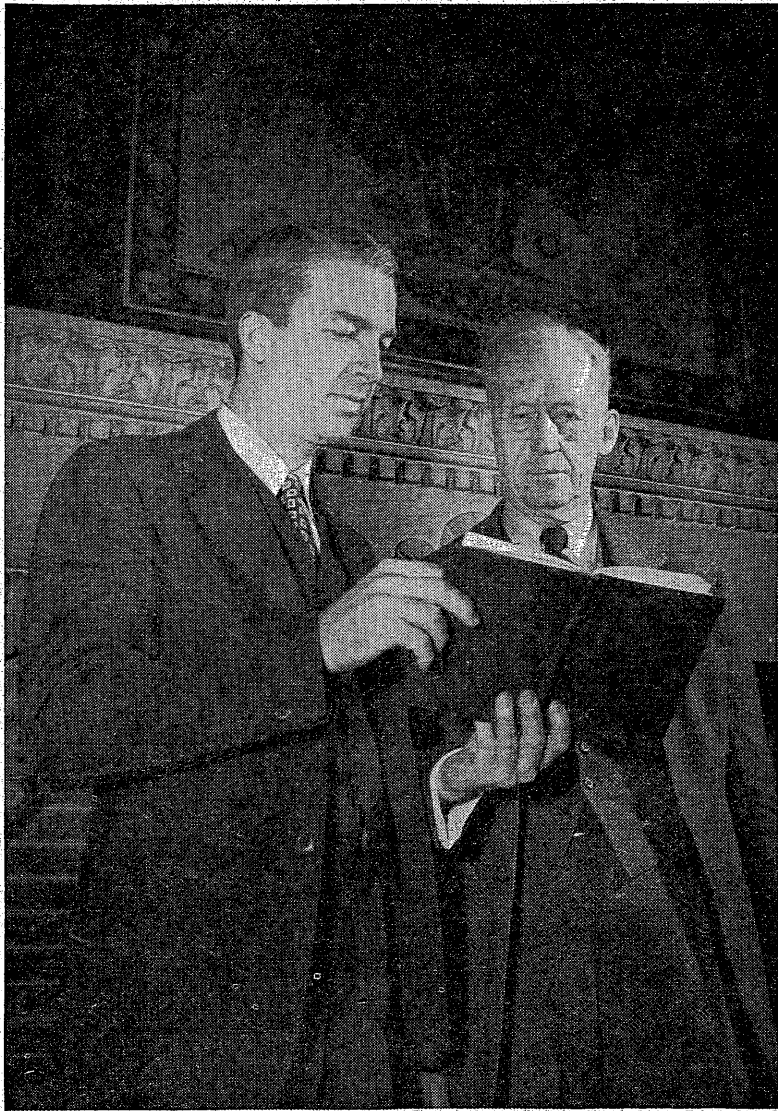
"No non-resident undergraduate college students will be accepted for admission to the University of Minnesota for the spring quarter, 1946, with the following provisos:

"1. That students previously enrolled at the University during any regular academic year in other than War Training courses, and students who are sons or daughters of former students of the University will be admitted.

"2. That on recommendation of the dean of the college involved and with the approval of the president, students, especially veterans, may be admitted when there are special and reciprocal reasons for doing so, with the understanding that preference will be given to students living in the area which is economically and educationally related to Minnesota."

President Morrill pointed out that examination of applications for admission probably will show certain cases in which it would be

'U' Teacher Recalls Poet, Upson



Dr. E. W. McDiarmid, librarian, and Dr. Joseph Warren Beach, head of the English department, discuss the late Arthur Upson in the library room that bears his name.

Beach Tells of Arthur Upson's Life on Minnesota Campus

English Department Head Knew Poet for Whom Room in Library Is Named

"Like the stream that bends to sea,
Like the pine that seeks the blue,
Minnesota, still for thee
Thy sons are strong and true.
From thy woods and waters fair,
From thy prairies waving far,
At thy call they throng with their
shout and song,
Hailing thee their northern star."

Few among the hundreds of thousands of people who have sung, or, not quite knowing the words, mumbled this fine second stanza of the University of Minnesota hymn, "Hail, Minnesota," have given a thought to its author or in most instances even heard of the name of Arthur Upson.

At the university which he attended, and where for about two years he taught in the English department, his life is commemorated in the stanza of the song and in the Arthur Upson room in the University Library, a room to which the student may go, not to study, but to read quietly, among rather luxurious surroundings, from a collection of the standard world classics. This rather beautiful room, with renaissance decorations and a fireplace, solid dark furniture and decorative lamps, was the gift some twenty years ago of a close friend of Upson's youth in the period he spent at and near the University of Minnesota, starting somewhat before 1900 and ending with his death in 1908. The same donor gave the collection of books.

When Dr. E. W. McDiarmid, the university librarian, recently (Feb. 7) instituted a series of lectures about books "by those who know them and are eager to bring information about them to the sympathetic reader" he persuaded Professor Joseph Warren Beach to make the first talk, and because Dr. Beach had known Upson, with the additional reason that the lectures were to be in the Arthur Upson room, Professor Beach chose Arthur Upson as his subject. So far as is known this was the first time the Minnesota poet

has been the subject of a talk on the campus since the room was dedicated in 1925, at which time the late Frank K. Walter, then university librarian, spoke of him.

Upson's Death Tragic

Professor Beach provided not a vivid but a sufficient picture of Arthur Upson. It may as well be stated at first that Upson was still a young man when he died by drowning in Lake Bemidji. That was in 1908 when the poet was 31 years old. Professor Beach described him as frail, as a man of delicate sensibilities, as one who loved books and the atmosphere of books, "a bookish man." "Upson loved books, he wrote books, he worked in a bookstore, he was enamored of elegant editions and fine rebindings of early copies.

"Arthur Upson would have liked the Upson room," Beach said. "It would have reminded him of Venice and Florence in the period of the renaissance and of the literary associations of those times." Professor Beach then digressed to say that the collection originally installed in the Upson room was splendid for its time but does not now have the range of interest necessary to attract the greatest number of readers. The library, he said, has plans for increasing the space of the room and for adding to and considerably broadening the Upson room collection.

Arthur Upson, who lived with his mother, came to Minnesota from New York state when he was 17 and remained here until his death. He was not well to do, but found the means to make one trip to England, whose literary associations he greatly cherished. There he walked under the stately trees of Oxford and wrote some of his best poems. Much of his poetry expressed a deep feeling for the beauties of nature.

"If he had lived longer he might have encountered ideals that would have inspired him to tackle the actualities of life," said the lecturer. Prof. Beach characterized the writer's "Octaves in an Oxford Garden" as probably his best work.

"Upson's period was one in which the attention of the most

Farm Values Below '20 Inflation Point

A continued rise in farm land values and a moderate decline in the volume of sales were leading developments in the farm real estate market during the year 1944-45. Average per acre values for the country as a whole on March 1, 1945, were up 11 percent from the previous year, bringing values to a level 52 percent above the 1935-39 average. Land values continued to rise during the succeeding four months and by July 1 had increased an additional three percent, reaching a level 57 percent above 1935-39, and more than three-fourths above the 1933 low. For the United States as a whole, land values during World War II (1939-45) increased 50 percent as compared with a 25 percent increase during World War I (1914-18). The levels of values at the end of the two wars were approximately equal. Current values, however, are still about one-fourth below the 1920 inflation peak, average farmland values on July 1, 1945 were above their 1920 levels in one-sixth of the States and equal to or above 1919 levels in one-half of the States.

vigorous people in Minnesota was directed not to poetry and the arts but to the making of money," Mr. Beach pointed out. "People believed in education and sent their children to school; some wealthy persons in Minneapolis were even buying Corots and first editions. But what father with a good business wanted his son to enter anything but that business? Neither literature nor diplomacy seemed attractive. What mother wanted her daughter to lead a life of scholarship rather than move in society?"

"Poets then," said Beach, "had not yet learned that the best topics are on their own doorsteps—in Omaha, or Davenport, or St. Paul."

It was a period, he said, when the first work of such writers as Robinson, Frost, Masters, Sandburg, T. S. Eliot and the like attracted little notice.

Of himself, he told how he was "busy with Chaucer and James" when a red-haired young man called up and asked if he might come to tea, saying his name was Sinclair Lewis. The young man came and stayed several hours. Beach knew he was a writer, but was hardly prepared for the striking success of his subsequent output, with Main Street, Babbitt, Elmer Gantry and all the rest. He had not been thinking to find genius from Minnesota writing, in part at least, about Minnesota.

Arthur Upson's Associates

Dr. Beach characterized Upson in part by telling the types with whom he associated—Bradstreet, the interior decorator and builder of made-to-order furniture; Edmund Brooks, the dealer in rare books, who built an international reputation by his success in Minneapolis; Dr. Alfred Owre, once the revered dean of the University of Minnesota's College of dentistry, who made repeated pilgrimages to Japan "having advanced from an interest in enamel on the tooth to the beautiful and delicate enamel patterns of Cloisonne pieces." These men were, in their several ways, idealists and lovers of beauty. He told of the shock Dr. Owre encountered when he took a post at an eastern university and found conditions far from ideal.

"Arthur Upson had the advantage of looking like a poet," said Professor Beach. "He had a fine profile, dark eyes and a handsome face." A drawing of him hangs on the wall of the Upson room.

No claim has ever been made that Arthur Upson was a great poet. On the other hand, no doubt can be entertained that he created a vivid and lasting impression on those who knew him, especially if they were persons who appreciated the esthetic values of life. No matter if for only a small circle, the life of Arthur Upson seems to have been a rather vivid, small jewel in the rough matrix of the nascent university of this century's first decade.

The library lecture series begun by Professor Beach was continued Feb. 14 by Professor Alburey Castell on "Literature in an age of science," Feb. 21,

'U' Finances For 1944-'45 Told in Report

Payments for Service Training Courses Raise Total Above Usual

University of Minnesota's finances for the year ending June 30, 1945 were reported today by William T. Middlebrook, vice-president for business administration who issued a balance sheet showing income of \$17,735,806.23 balanced against "expenditures, transfers and adjustments" of \$16,727,151.51 plus a reserve of \$1,000,000, which the legislature specified the university should retain for use during the present fiscal year. There remained an unencumbered balance at year's end of \$8,634.72.

Principal item of outgo was that of \$7,653,366.39 for instruction and research, of which \$1,027,346.59 was spent on war training programs of the armed forces. This overall items included also instruction and research in University Hospital the summer session, the General Extension Division and Agricultural Extension and the schools and experiment stations for agriculture.

Physical plant operations on all campuses cost \$928,868.70 and physical plant extensions, \$675,558.49.

University administration, at \$348,230.95, fell just under two percent of the total budget.

Largest Item of Outlay

Largest items of outlay, next to instruction and research, were for self-supporting service enterprises and revolving funds, totalling \$3,390,438.34, and expenditures for trustfund purposes of \$2,208,632.54. The services enterprises are such things as dormitories, cafeterias, printing department, army and navy housing and feeding, and the like. General university costs were given as \$710,331.55 and the expenses of intercollegiate athletics as \$201,185.94. This last includes outlay on intercollegiate athletics and that part of the cost of physical education defrayed from athletic receipts. Among "transfers and adjustments" was a sum of \$40,000, for redemption of certificates on Coffman Memorial Union, \$45,000, depreciation charge on account of downtown property owned by the university, and among other items, an increase of \$1,443,652.90 in outstanding obligations and allotments.

Largest single source of income for the University of Minnesota as the state, which provided \$4,817,400., or just over 27 percent of the total. State payments to the university were made up of \$3,390,000, as the legislative maintenance appropriation for the year; \$254,268.71 as the yield of the 23/100 annual millage tax; \$245,000, as the state's share for care of indigent patients in University of Minnesota Hospitals, and \$428,132.12 in appropriations to finance the various researches and projects for which the legislature at each session makes special appropriations.

U. S. Gives 12 Percent

Another 12 percent of the institution's income came from the federal government, which provided \$752,632.29 under various acts calling for federal aid to agricultural and engineering education and \$1,308,490.04 for instruction and research in connection with the armed forces and the war effort in science.

The permanent university fund, made up of endowments received from severance of natural resources on university lands and through the occupational tax yielded income of \$463,220.81 and the so-called swamp land fund, also a land grant asset, yielded \$74,147.13.

The four remaining courses of University of Minnesota income were: from student fees and other receipts, including counties' share of cost of indigent patients in the hospitals, \$3,213,360.19; income of self-supporting service enterprises and revolving funds, \$3,910,625.12; income from trust funds, including gifts and additions thereto, \$2,918,881.79; income from intercollegiate athle-

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Continued on page 3, col. 5

Plant Diseases Shifty Enemies Stakman Asserts

In the first of a series of lectures under auspices of the University of Minnesota chapter of Sigma Xi, honor society in the sciences, Dr. Elvin C. Stakman spoke on the subject, "Plant diseases are shifty enemies." He appeared January 24 in the auditorium of the Museum of Natural History. Dr. Stakman, professor of plant pathology and head of that division at University Farm, has an international reputation for expertness in knowledge of plant diseases, one of his major specialties being the wheat rusts which every year cost northwestern farmers millions of dollars. The national Sigma Xi organization has selected him as one of its 1946 group of traveling lecturers who will deliver their series at a large number of important universities.

In his University of Minnesota talk he said in part:

There are hundreds of kinds of diseases, new and old, that destroy or disfigure plants. There are rots and blights, wilts and cankers, smuts and rusts, mildews and galls, spots and scabs, each attacking particular kinds of plants. More than 3,000 different species of plant rusts are known, each with its own peculiar appearance and life habits. And there are hundreds of kinds of mildews: rose mildew, lilac mildew, oak mildew, wheat mildew, clover mildew, and so on and on. Powdery mildews alone are found on more than 1,500 kinds of plants. Every kind of plant, wild and cultivated, is subject to disease.

Plant diseases are one of the greatest hazards to successful agricultural production. The damage that they cause varies greatly with the particular kind of disease, with the variety of crop plant, and with environmental conditions. They are always a menace. And disease situations may shift and change continually.

New plant diseases may become old and old ones may become new because of changes in cropping systems, the introduction of new kinds of crop plants, and the use of new varieties. The expansion of the corn belt far northward in the Upper Mississippi Basin of the United States through the breeding of early varieties is an epic of agricultural progress. But it has increased the danger of head blight or scab on wheat and barley because the scab fungus can multiply rapidly on corn and live through the winter abundantly on cornstalks and corn stubble. Soybeans brought with them disease problems unknown in the United States before this very useful plant immigrant had become established. As new varieties of crop plants have replaced poorer ones, the relative importance of diseases often has changed also.

Changes in Wheat Diseases

There have been many changes in the wheat-disease problem in the spring wheat area of the United States. Thirty-five years ago stem rust was the red terror of wheat, and stinking smut destroyed or befouled much of it unless the seed had been properly disinfected by disinfecting the seed. Head blight or scab, loose smut, and leaf rust were present but relatively unimportant.

Then came Marquis wheat to replace Preston, Haynes Bluestem, and Glyndon Fife. And farmers in those areas of the spring wheat region where wheat and corn are both grown became greatly concerned with "this new head blight that affects Marquis but not the other varieties." So uncommon had the disease been that most farmers had never noticed it. But Marquis brought it forcibly to their attention because up to 50 per cent of the heads often were partly or entirely blighted when this exceptionally susceptible variety was grown in close association with corn.

And so Marquis raised a minor disease to the rank of a major disease. At the same time it reduced a major disease, stinking smut, to the rank of a minor disease and seemed to have demoted even the dread stem rust. Marquis really was more resistant than its predecessors to stinking smut; but early ripening merely enabled it to escape stem rust damage—until the epidemic of 1916 ruined it with its companion varieties. So devastating was this epidemic that many farmers stopped growing wheat entirely and thousands of others shifted from bread wheats to durum. And so the durum era began.

Durum Wheat Free at First

For several years the durums seemed to have eliminated disease hazards: stem rust, stinking smut, loose smut, leaf rust, and scab

were conspicuously absent. But root rots, which often killed one third of the plants, and ergot, hitherto almost unknown in wheat, were evidence that the durums were not proof against diseases but had merely brought about an exchange of old ones for new.

The first stem-rust resistant varieties of bread wheats, such as Kota and Ceres, shuffled the ranks of diseases once more. Stinking smut returned, loose smut assumed major importance for the first time, and leaf rust became an aggressive and destructive disease. Worse still, Ceres, the best and most popular variety, was ruined by stem rust in 1935. It was therefore largely replaced by Thatcher, which was more generally resistant to stem rust, to stinking smut, and loose smut, but probably even more susceptible than Ceres to leaf rust and scab. Now Thatcher is being replaced by still other varieties, some of which are bringing with them a new problem in the form of bacterial blight.

Even though new wheat varieties have juggled disease problems around, there has been constant progress in reducing total losses. Better varieties and barberry eradication have brought stem rust, the greatest single menace, under at least temporary control and possibly under permanent control, unless the disease itself changes.

Fungi and Bacteria Change

Unfortunately, diseases themselves can change, because the fungi, bacteria, and viruses that cause them can change. The fungi that cause rusts, smuts, mildews, scab of wheat and barley, flax wilt, late blight of potato, fruit rots, and many other diseases are living moldlike parasitic plants. They produce fungus seeds, or spores, by means of which they multiply and spread just as higher plants do. It is as easy to tell the difference between spores of wheat stem rust and stinking smut as between beans and peas. And spores of different kinds of rusts are as different as different kinds of beans; those of different kinds of smuts are even more different than different kinds of peas. Naturally, a microscope is needed to see the differences between spores because even the fairly large kinds are only about one one-thousandth of an inch in diameter. Except for this microscopic difference, however, anyone can learn to recognize spores of stem rust as easily as kernels of wheat.

But even a good agronomist cannot always tell by looking at wheat kernels what kinds of plants they will produce. Nor can a good plant pathologist tell by looking at spores of wheat stem rust what effects they will produce. It is necessary in some cases to sow the wheat seeds in the soil to see what kinds of plants they will produce; and it is necessary to sow the rust spores on wheat varieties to see what effects they will produce. There are varieties and strains of wheat and there are varieties and strains of stem rust and many other fungi. The strains of fungi are usually called physiologic races or parasitic races if they look alike under the microscope but produce different physiologic and parasitic effects.

Parasitic races of stem rust of wheat were first discovered in 1916 and more than 200 are now known. To recognize them it is necessary to inoculate in the greenhouse a dozen so-called differential wheat varieties, among which are Marquis, Reliance, and Mindum. These parasitic races are designated by number rather than by Latin names.

In cooperative work with the U. S. Department of Agriculture, about 1,000 collections of rusted wheat from the United States and Mexico are identified in the greenhouses at University Farm, St. Paul, Minnesota, each year. This requires planting, inoculating, and incubating about half a million plants and taking notes on them. From these physiologic race surveys, made for more than 25 years, it has been learned that certain rust races may be prevalent in one region while others are prevalent in another region in the same year and that races may have their ups and downs in different years. In 1943 race 38 made up 80 per cent of the rust in the eastern states and less than 1 per cent in the Mississippi Valley, while race 56 made up 75 per cent and race 17 made up 20 per cent of the rust in the Middle West and only a little of that in the East.

Race 56, found first in 1928, increased slowly in prevalence for several years, then increased suddenly and spread rapidly until it became the principal villain in the terrific rust epidemics of 1935 and 1937, when it eliminated Ceres from the ranks of resistant wheats. While race 56 was increasing, races 11, 36, and 49 decreased until now they are seldom found.

Big Ten Swim Meet Set in March

The University of Minnesota will be host to the thirty-fifth annual Western Conference swimming meet March 8 and 9 in the Cooke Hall exhibition pool.

All 10 conference members are expected to be represented in the meet. More than 100 entries are seen by Niels Thorpe, Minnesota's swimming coach, as likely.

The University of Michigan's perennially powerful squad will be the defending champion. The Wolverines have won the Conference title 15 times since the first meet was held in 1911. All of these triumphs have been scored in the past 19 years. The only other league members to win in this period have been Ohio State, twice, and Northwestern and Iowa, once each. Northwestern stands second to Michigan in the matter of championships, having topped the field 10 times, including a tie with Chicago in 1916.

The University of Minnesota will seek to extend its record of having never finished below fourth place in the Conference meet in the 26 years Niels Thorpe has coached the Gopher swimmers.

The task appears to be a difficult one, for Michigan, Ohio State, Northwestern, Illinois, and Iowa have outstanding talent.

Other races, for example race 38, have varied from year to year without displaying definite tendencies to increase or decrease. And race 17 was very common between 1920 and 1930, then became so rare as to be unimportant until it flared up again in 1940 and 1941.

The rust resistance of certain wheats varies with the prevalence of rust races. As an example, Marquis had less rust in the spring wheat area than the durums in 1928, because race 38 was the most prevalent. In 1935 and 1937, on the other hand, Marquis and Ceres were much more heavily rusted than the durums because race 56 predominated. Several of the newer wheat varieties, such as Thatcher, Newhatch, Rival, Regent, Renown, and Pilot, have so far resisted all rust races prevalent in the spring wheat region. But they are susceptible to race 15 and certain others that have been present in very small amounts. These virulent races may or may not increase to the danger point; there is no way of foretelling.

Other Causes of Diseases

There also are races of the fungi causing leaf rust of wheat, flax wilt, flax rust, pasmo disease of flax, root rots of wheat and barley, cereal smuts, potato scab, brown rot of plums, muskmelon wilt, and many others. Indeed, parasitic races have been found within species of almost all plant disease fungi that have been investigated thoroughly and new races are being produced and reproduced continually.

New parasitic races can be produced by hybridization, for fungi also have sex. New and virulent races of stem rust are produced abundantly as a result of hybridization between existing races on barberry, the only plant on which the sexual stage of the rust develops. The eradication of rust-susceptible barberries therefore destroys the breeding ground for rust races.

Races of smuts also hybridize commonly. More than 5,000 distinct types of the corn smut fungus have been produced in breeding experiments started with two smut races. Many new smut types have been obtained also by crossing species of oat smuts, barley smuts, sorghum smuts, and several smuts of native grasses. Smuts that are as different as tomatoes and potatoes have been crossed, and some of the hybrids have had a degree of hybrid vigor as great as that of hybrid corn. And nature breeds thousands of such hybrids; many of them are too weak to live long, but every once in a while a vicious one is born.

Even pure lines of many fungi may suddenly change and produce new types through mutation. Many mutants are weaker in parasitism than their parents, but occasional ones are more virulent. The number of new types that can be produced is astonishing even to investigators who long ago should have gotten over being astonished by the diversity and perversity of nature. Mutants may in turn cross breed, and so the process of producing new parasitic races goes on and on.

The ways in which these parasitic races are disseminated varies with the pathogen. Man, insects, and wind are the most effective agents. Man has done himself great harm by shipping infected seed and other propagative parts of plants far and wide, often

Promise Stable Returns on Milk

Stabilization Administrator John C. Collett announced recently that the general level of returns to milk producers would be maintained during 1946 at the 1945 level as a step to encourage attainment of 1946 production goals established by the Department of Agriculture.

The Stabilization administrator declared that producers' returns would be maintained either by subsidy payment or by increases in price ceilings should subsidy be eliminated. However, it is the policy of the administration, he pointed out, to avoid price increases where possible by making termination of subsidies subject to general stabilization of the cost of living. That policy was enunciated by the president on January 21, when he asked the Congress to extend authority to pay subsidies after June 30 if they are still necessary for this purpose.

If it should become necessary to terminate or reduce dairy production payments as compared with 1945 rates, Judge Collett added, such action would be accompanied by upward adjustments in the ceiling prices of fluid milk and dairy products. These adjustments would approximately offset the amount of the dairy payments which may be withdrawn so as to maintain the general level of rates to producers.

The dairy production payments, which are made directly to producers and have been in effect at an annual rate of about \$500 million, will be continued through March 31, 1946. Announcement regarding continuation of the payments during the April-June period will be made promptly, in line with the over-all policy on subsidies.

across barriers such as oceans and high mountain ranges that prevent natural spread. In such great land areas as the Mississippi Basin of the United States wind is the most effective agent of natural dissemination of many plant pathogens such as the cereal rust fungi; and it has been shown that a shower of rust spores may be deposited over an area of a quarter of a million square miles within a few days. The numerous parasitic races may therefore be disseminated widely and may become equally widely established in a single season if all factors operate favorably to the pathogen.

Not only are there almost countless parasitic races of hundreds of plant disease fungi, but they develop in different ways on different crop-plant varieties under different weather and soil conditions. Although important in many phases of disease control, these facts are of greatest importance in producing and maintaining disease resistant varieties and they are used in many breeding programs. In wheat breeding programs carried on by the United States Department of Agriculture and several state agricultural experiment stations, for example, varieties and hybrids are inoculated in the field with all available parasitic races of rusts, smuts, scab, root rots, and bacterial blights. And if the weather does not favor disease development, it is made to order by covering the plants with tents to increase humidity and temperature. The object is to concentrate as many local and seasonal conditions as possible into a small space and a short time—to learn not only what does happen but also what may happen to varieties in the future. It is a test of the survival of the fittest, for it is better to be disappointed with a variety in one breeding plot than on thousands of farms.

Even though new varieties may have been given the severest disease tests that can be devised, there can never be a guarantee that a crop variety will retain its resistance forever, because nature may produce new enemies or new kinds of old enemies to attack it. Breeders and pathologists, however, breed more intelligently than nature and thus try to be prepared for new enemies that she may spawn. But the price of preparedness is continual research to find out what has happened, what is happening now, and what may happen in future.

Farm Workers Drop in Number

Average number of workers on farms in 1945 was 9,843,000 persons, the smallest annual average on record. This total includes both family and hired workers. The average for 1944 was 10,037,000 workers. On December 1, about 9,245,000 persons were engaged in farm work, compared with 9,337,000 on that date a year earlier. The number of hired workers employed on December 1 was 2,028,000, or 21 percent less than on November 1.

Anti-Inflation Program Given By Dean Kozelka

Dean Richard L. Kozelka of the University of Minnesota school of business administration outlined two means by which consumers can stem inflation in a talk to the Men's club at the First Congregational church, Minneapolis.

"Safety for the consumer lies along two rather difficult roads," he declared. "One of these is resistance to inflationary pressures which may tempt him. He should defer demand as long as possible, leaving the scarce supply to those who have absolute and immediate needs. He should avoid the black market. He should support the OPA, both in policy and in maintaining a staff of high quality.

"Secondly, the consumer should resist special pressure groups. It is doubtful whether many of the current pressures by special interest groups could induce greater production merely by raising the price.

"Our record for controlling inflation is much better during the recent war than it was during the World War I, but trouble still lies ahead. After the first war, prices went up 65 per cent, compared to 29 per cent during the recent war. However, within 18 months after the end of the first war, prices went up an additional 40 points, so that they were actually double the pre-war level. It was this dangerous postwar period that we must now avoid.

Inflationary Factors

"There are several strong inflationary factors which may make trouble in the immediate future. We have large accumulated savings and very heavy deferred demand for many goods. Lower taxes on individuals have released purchasing power and there are special pressures placed on OPA. Many current wage demands seem to be above the level of immediately obtainable productivity increases and can be met only by higher prices.

"On the other hand, there are some brakes on inflation which may be of real service to the consumer if we recognize them for their real worth. Industry has, in general, converted promptly and is ready for production. There is bound to be some decline in consumer income and a decline in government spending, which should relieve the buying pressure.

Return to normal working hours and peacetime standards of production should yield greater productivity in manufacturing. Consumer expenditures will now be not only somewhat smaller, but also more diffused, particularly in the direction of services which were denied us during the war."

Politics Teacher In U. S. Office

Back on campus during the holidays and visiting old friends was Evron M. Kirkpatrick, associate professor of political science, now on leave from the University, the Minnesota Daily reports.

Working in Washington, D. C., Kirkpatrick is research director of the research and analysis bureau of the interior research and intelligence service of the state department. All of which means that he works on problems relating to foreign policy—many of them highly secret.

But Kirkpatrick reports he doesn't need to leave Washington to see old campus acquaintances. To mention a few faculty members who have been working in the capital, there are: Benjamin Lippincott, associate professor of political science who is compiling a history of the 13th air force, and Earl Latham, associate professor of political science, who is a director of field operations in the bureau of the budget.

Another campus notable is former University President Guy Stanton Ford, who is executive secretary of the American Historical association.

"When I first went to Washington last June, I ran into former students every time I walked down a street," Kirkpatrick relates. "Yes, I like the work I'm doing, but I do miss teaching."

None of the current problems of crowding and housing shortage seems to have bothered Kirkpatrick. He had little difficulty finding a place to live and reports that with the end of the war the situation is easing up.

One of the highlights of Kirkpatrick's stay in the capital was the visit of Minneapolis Mayor Hubert H. Humphrey, good friend and former student. Humphrey testified before a congressional committee on the Missouri valley authority.

'U' Doctor Headed Medical Unit That Knew Health Data of World

Dr. Gaylord Anderson Tells of Work in Medical Intelligence

A Minnesota faculty member who has recently returned to his duties after war service, headed for the war department an organization which had at its fingertips the facts on health conditions, sanitation and medical facilities of every area in the world where American troops might fight or which might influence, indirectly, the health of troops fighting elsewhere. These data were so extensive that one might almost as well have said they covered the entire world and let it go at that.

He is Dr. Gaylord W. Anderson, head of the School of Public Health, University of Minnesota, who served as director of the division of medical intelligence, office of the surgeon general, war department. Dr. Anderson entered the army July 17, 1942 as a major and is now on terminal leave with the rank of colonel.

"You name a language, and if it has a medical literature we have the facts needed for the protection of an army's health in the area where that language is spoken," Dr. Anderson said. Exceptions were made for considerable areas in the British Empire where the health data was already available in English in official government documents.

Dr. George O. Pierce of the Minnesota department of public health, whose office is on the campus, was one of Dr. Anderson's large staff of assistants in Washington, holding the rank of captain.

Volume Aided Secrecy

"Getting the data from practically everywhere enabled us to work with greater secrecy," Dr. Anderson explained. "If, for example, we had suddenly started a furious search for health data on the Marshall Islands, everyone in our office would have known that an attack was being planned there. On the other hand, with the data already gathered, I could turn to these reports myself, dictate the information the army needed, and no one would be the wiser except my secretary."

As a matter of fact, when one of the big Pacific attacks was coming off, Dr. Anderson himself stayed up all night typing the report on health conditions himself. By morning he had destroyed all notes and even the carbon paper he had used, and the likelihood of a leak had been reduced to an absolute minimum.

Whatever information was necessary either for precautionary procedures or for providing medical service to fighting men was gathered by the medical intelligence service. Thus for an area the organization gathered all the data on water supply, sewage systems, epidemic or endemic diseases, hospital facilities, including hospitals for mental cases, TB sanatoria, drug firms, commonest causes of death, or existence of such diseases as leprosy or plague.

Examples of areas on which data was provided by this organization are southern France at the time of the invasion, Korea, certain Pacific areas and Borneo, data on which was given to the Australians by the Americans.

In earlier wars American medical intelligence was largely of an operational sort, gathered more or less on the spot as troops moved in, but this time the plan was much more extensive and it was operated as an actual intelligence unit with direct liaison with G-2, which is the Army's intelligence organization.

"Our interest began at the borders of the United States and extended everywhere," Col. Anderson stated.

"Pierce and myself were about the only 'normal' people in our large outfit," he said, explaining that the others were all multilingual, although they had one poor chap who knew only three languages. Another was at home in fifteen. They had a man who had been with Stilwell in Burma, and the report on Burma and Thailand was reviewed by a man who had been a member of the Thai board of health. For Japanese they had a former professor in the Imperial Medical College. One of their Chinese experts was a Dutchman and another had been a medical missionary in China for 20 years. A Chinese woman doctor was commissioned in the United States Army and worked with Dr. Anderson. One of the Russians on his staff had lived in France, Germany, Italy and the United States as well as in Russia and knew those languages.

Part of the job of medical intel-

Says Plant Trees Adapted to State

If you plan to start fruit trees in your back yard this year, know what varieties are adapted to Minnesota conditions before you order your nursery stock. That's the advice of L. C. Snyder, extension horticulturist at University Farm.

Because of Minnesota's severe winter climate, many varieties that do well in the East and South are not recommended for this state. To be sure of getting trees grafted on hardy rootstocks, it is advisable to order fruit trees from a northern nursery, Dr. Snyder says, since a tree can be no harder than its roots. Even adapted varieties grafted on tender roots will often die during a severe winter. However, grapes and other small fruits that are not grafted may safely be secured from a greater distance, provided adapted varieties are ordered.

Recommendations of varieties adapted to conditions in this state are made by the University of Minnesota horticulture division in cooperation with the Minnesota State Horticultural Society. These recommendations are based on tests which have been conducted for many years at the University of Minnesota Fruit Breeding Farm where extensive work has been done in breeding new and better fruits for Minnesota.

Among tree fruits recommended for Minnesota are: apples—Erickson, Beacon, Minjon, Haralson, Victory, Fireside; crabapples—No. 240, Whitney, Dolgo; plums—Underwood, Redcoat, Pipestone, Elliot; cherry-plums—Sapa, Compass; pears—Bantam, Parko, Patten, Mendel. County agricultural agents may be consulted for more complete lists of fruits adapted for particular sections of Minnesota.

"Place your orders early to be sure of a good selection of adapted varieties," Dr. Snyder advises prospective fruit growers. "The demand for fruit will be heavy this spring and those who wait too long may have to take inferior stock or no plants at all."

Dairy Farmers' Prospects

Minnesota dairy farmers can look forward to another year of high demand in 1946, but the outlook for future years is not so bright, according to E. Fred Koller, agricultural economist at University Farm. Unless new markets are found, the demand for dry milk products will take a serious tumble when foreign countries have returned to normal dairy production. A slight decline in American dairy production is expected this year, Koller says, but it should remain nearly 15 per cent over pre-war levels. Even with a 75 per cent cut in armed force needs, the large increase in population since 1939 and continued high consumer income will more than take up this increase.

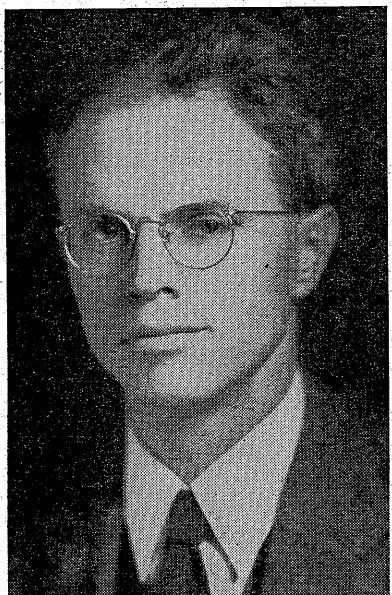
Intelligence was to know what was bothering the enemy, he explained. The Japanese, for example, had just as bad a time with malaria in the tropical areas as the Americans did.

Malaria was one of the tricky problems faced by these microbe hunters. In the Philippines, for example, there was little malaria on the coastal plain, but when one got up in the hills he encountered a type of malaria-bearing mosquito and the disease was quite common. The investigators had to be prepared for differing types of malaria and for different mosquitoes as the carriers. In the Balkans a mosquito that lives in brackish water brings on malaria early in the year, then later a fresh-water mosquito starts spreading the disease around the hills and higher areas. In the Malay states also, the mosquito that carries malaria in inland parts is different from the one that makes trouble along the coast.

Dr. Anderson agrees with those who say that while an occasional case of some bizarre disease from the tropics will come to light in this country, we are in no danger of being plagued by epidemics of imported diseases. The conditions here are too different from those of the tropics to permit the vectors or carriers to thrive and spread the causative micro-organisms, he believes.

The basis records on health conditions compiled by medical intelligence will continue accurate, Dr. Anderson said. The overall reports, however, will lose full significance as hospitals, water supplies, sewage facilities and the like are changed by the people of the various countries.

Health School Head Back from War Duties



Dr. Gaylord W. Anderson

Medical School Names Dr. Hastings

Dr. Donald W. Hastings, associate professor of psychiatry in Women's Medical College, Philadelphia and psychiatrist to students at the University of Pennsylvania, has been appointed professor and head of the department of neuro-psychiatry in the University of Minnesota medical school effective March 16. On that capacity he also will be head of the psychiatric unit in the university hospitals.

He takes the place of Dr. J. C. McKinley, who has been disabled by illness since last spring.

Dr. Hastings was born in Madison, Wisconsin, June 4, 1910, and received the Bachelor of Arts degree from the University of Wisconsin in 1931, the M. A. in 1932, and the M. D. in 1934. His internship was served in the Philadelphia General Hospital 1934-36, and he has held residencies as Rockefeller Fellow in Psychiatry, Pennsylvania Hospital for Nervous and Mental Diseases, Philadelphia, 1936-37, and as Rockefeller Fellow in Psychiatry, Institute of Pennsylvania Hospital, 1937-38. During 1938-39 he was psychiatrist to Harvard University, and much of the year was spent in critical research on normal personality. Between 1939 and 1942 he served as Clinical Director, Pennsylvania Hospital for Nervous and Mental Diseases, Philadelphia; Associate Professor of Psychiatry, Women's Medical College, Philadelphia; Associate, University of Pennsylvania Medical School, Associate, Jefferson Medical College; and Assistant Chief, Psychiatric Service, Philadelphia General Hospital.

In June, 1942, he entered active duty with the Army Air Forces as Flight Surgeon and from July, 1942, to December, 1943, was Chief Psychiatrist with the 8th Air Force in England. From January, 1944, to October, 1944, he was Chief Psychiatrist, AAF Redistribution Command, in which capacity he had charge of organizing psychiatric details for the treatment of combat soldiers. From October, 1944, to August, 1945, Dr. Hastings served as Chief Psychiatrist with the Army Air Forces, Washington, D. C., and made two trips to the Pacific as representative of the Air Surgeon for the Saipan and Leyte campaigns. He was released from active duty on August 6, 1945, and since then has been practicing psychiatry and has been Associate Professor in Psychiatry in Women's Medical College, Philadelphia, and Psychiatrist to the Student Department of the University of Pennsylvania.

Dr. Hastings is a member of numerous professional medical and psychiatric associations and his list of publications in medical journals is extensive. He is particularly interested in training of physicians for psychiatric service but also has a strong research interest. He is married and has two children.

Bacteriologist Rejoins Staff

J. C. Olson, Jr., professor of dairy bacteriology at University Farm, was promoted to lieutenant colonel effective January 1, Sixth Service Command headquarters announced. Now on inactive duty, Olson recently returned to the University staff after three years in the army. While in service Olson was chief of production at Lansing, Michigan, where typhoid vaccines and blood plasma are manufactured.

'U' Finances Told in Report

Continued from page 1, col. 5
tics, \$264,015.69. The free balance carried into the year as of July 1, 1944 (right) had been \$11,032.34.

Necessity of maintaining certain reserves for expenditures not possible during wartime, such as the reconditioning of buildings, a reserve for the payment of salaries of faculty members returning unexpectedly from war service and the like, explained, according to Mr. Middlebrook, the existence of the \$1,000,000 special fund which the 1945 legislature specified should be carried and applied to operating costs in the current fiscal year, 1945-'46.

Women Leaders Of Recreation Much in Demand

Gertrude M. Baker, director of the department of physical education for women at the University of Minnesota will tell you, with great assurance, that the women are taking no back seat to the men in the matter of recreation and physical fitness.

"As a matter of fact," states Miss Baker, "the demand for our graduates qualified as recreation and activity leaders is so great that even an emergency play-leader's course that has provided an additional 75 to 85 leaders each-year since early in the war is inadequate."

"Community organizations, churches, schools, municipalities, summer camps, and hospitals are snapping up these special students, as well as our regular graduates. In many cases they make them attractive offers before they finish their course."

The Play Leader's Laboratory, offered now as an extension course at the University of Minnesota, was instituted at Miss Baker's suggestion as an emergency measure to help meet the unmet need for qualified leaders.

A course unique with the University, its enrollees are students from many different colleges at the University who are interested in recreational leadership. No credit is given for the 18 hours of evening class work and laboratories which extend over a quarter's time. The "graduates" receive typewritten "diplomas" signed by the instructors.

The participating instructors are Hilma Berglund, art education; Gertrude Vaile of the sociology department; and Alice Dietz of the Minneapolis Park Board. Miss Berglund conducts sections on the crafts. Miss Vaile presents the group work instruction.

Eastern Editor Speaks on Campus

Establishment of a close connection between "Education and Citizenship" as the one essential reform for the post-war academic word was emphasized by Dr. Felix Morley, former president of Haverford College, in his Charter Day convocation address February 14 at the University of Minnesota.

Dr. Morley, former editor of The Washington Post and a Pulitzer prize winner, piloted the famous Pennsylvania college through the war period, resigning after V-J Day to return to Washington to do independent research and writing. He recently founded and now edits the capital weekly newsletter "Human Events."

Citing Lincoln as an example of an "uneducated man" whose citizenship was outstanding, Dr. Morley said we assume too lightly a necessary connection between higher education and good citizenship. "A man may know a lot and not be wise," he said. "A man—or woman—can have a string of advanced degrees yet fail in the elemental duties of citizenship."

American education, he asserted, has lost sight of its original objectives. "Until we realize what we have lost there is little gained by frantic efforts to find it. Not reform but reevaluation is needed."

As the three fundamental objectives of college education, Dr. Morley then cited: (1) The stimulation of intellectual curiosity; (2) The development of the critical faculty; (3) The development of Christian character. Our universities, he said, "have got to decide whether they are more interested in football or in fundamentals."

The speaker paid high tribute to President J. L. Morrill, with whom he was associated in the wartime work of the Committee on Relations between the Federal Govern-

Limitations Put in Effect

Continued from page 1, col. 1
wise to make carefully chosen exceptions and said that the policy to be evolved in making these exceptions will be one of the experimental values derived from administration of the program.

Veterans' Crisis Discussed

The crisis in veterans education, widely manifested by the action of many colleges in restricting admissions, is a crisis in American democracy, President J. L. Morrill of the University of Minnesota told the Minneapolis College Women's Club when he addressed them Feb. 4 on "General Education and the College of the Future."

"Realistic response to growing social needs is the historical explanation of the size and greatness of state universities in America," he said. "At the moment the flood tide of a new social need is awash at the gates of the campus in the demand of veterans for higher education. Will and can the states, with the indispensable larger aid of the federal government, enable the state universities to meet this need?"

"Housing is only half the bottle neck," Dr. Morrill went on. "Shortages of staff and salaries, space and facilities, within another six months will be equally acute. Even now the great state universities of the middle west, the largest strongholds of democratic education, are being driven to close their doors to out-of-state students, for lack of housing, finance and facilities. This is both unfair to the veterans and a denial of the generous intention of the people expressed in the G I Bill of Rights and the Rehabilitation program."

Dr. Morrill also analyzed briefly two recent books which have attracted wide attention in American university circles. These are the now-famous report of the Harvard faculty on "General Education in a Free Society," and the volume, "Democratic Education" by Dr. Benjamin Fine, education editor of The New York Times. The Harvard report, said he gives "powerful support" to the concept of general education in which the University of Minnesota has done significant pioneering in its General College and in the work with-

in the College of Science, Literature and the Arts sponsored by Dean T. R. McConnell and such teachers as Tremaine McDowell, Alburey Castell, Joseph Warren Beach, Harold S. Quigley and others. Fine's books, said he, seems equally important because, after discussing the development of higher education in this country he emphasizes the work of the great land grant state universities as the truly American pattern of democratic education. Also, as Dr. Morrill pointed out, Fine singled out the University of Minnesota and its broad and wide-ranging program as the model for what he called "The college of the Future." This is a splendid compliment indeed for our fine university here in Minneapolis.

Reports on Danish Cattle

"The breeding stock of cattle in Denmark has been disturbed very little by the war, and as soon as feed supplies are back to normal, livestock production should be at pre-war levels," says Ralph W. Wayne, extension dairyman at University Farm. Wayne recently rejoined the University of Minnesota staff after spending over five months in Copenhagen, Denmark, as agricultural specialist with the Foreign Economic association.

Wayne was assigned the job of surveying the needs of the Danish dairy industry for American feed imports under lend-lease and other agreements. As a result of Wayne's recommendations, Denmark received an allotment of oil cake feed for a six month's period.

Wayne's official mission to Denmark was his second visit there. In 1931-32 he studied in Denmark under an American-Scandinavian scholarship. From 1932-1942 Wayne was county agricultural agent in Meeker county, Minnesota, and from 1942-1945 he was with Land O'Lakes Creameries. He joined the staff at the University in 1945 and was granted a leave of absence to aid the Foreign Economic association in determining Denmark's need for lend-lease.

ment and Higher Education. He dwelt upon the benefit to Haverford College of its various associations with the University of Minnesota, which he characterized as "one of the best."

"Explore Contemporary Scene" University's Job, Says Dr. Morrill

Praises Minnesota Program of General Education; Is for "Land Grant Idea"

"Minnesota Chats" carried in its last issue the first half of an address, "The Challenge of Change in Higher Education," delivered by President J. L. Morrill of the University of Minnesota as one talk in the symposium being conducted on the campus under auspices of the Program of American Studies.

At the conclusion of the section then printed, Dr. Morrill warned that American higher education will not turn back nostalgically to the classical period of education but must and will grapple primarily with the urgent problems of the present day.

The concluding section of his address was as follows:

This tendency to halt and to become confused is understandable when we remember that the American university is the historical product of three major streams of influence—each a priceless heritage, each not quite consistent with the others and each not yet quite assimilated with the others. The first is the British influence, coming down to us from Oxford and Cambridge through the old colonial colleges and later the typical New England college of the 80's, with its deep and personal concern for the student and its religio-humanistic ideal of the "Christian gentleman."

The second influence is that of the pre-World-War I German university, with its impersonal zeal for scholarship per se, its cold insistence on the subject matter of science and philosophy as the disembodied instruments of social progress, serving the state. And the third great influence has been that of the land-grant college with its homely emphasis upon service—mainly through vocation—to the children of the ordinary citizen.

It would be a fascinating study to trace the development of all three, and to see how each influence persists today, creating actually a tension of conflict in any meeting of the faculty in almost any American college or university at which curricular revision or long-range institutional policy is under consideration.

Not only have we Americans lacked an intelligent understanding of our general American heritage. We have not even been realistic about our university heritage and its democratic transformation into the present-day state university. This is critical, for it is the state university which must carry the burden in the day to come. "During the next century of academic history," President Conant of Harvard has predicted, "university education in this Republic will be largely in the hands of the tax-supported institutions. As they fare, so fares the cultural and intellectual life of the American people."

Actually, of course, the British-imported philosophy of aristocratic education for the few who are to be leaders in a leisure class society has carried the greatest aura of academic respectability to the present day. But its American inheritor, the New England college and the early denominational college of the Middle West, was tried and found wanting insofar as its capacity to meet the needs of a great industrial society is concerned. The colleges of this type yielded ground, sensibly but reluctantly, to keep abreast of the times. Curiously, too, it was Harvard, oldest and most respected of them all, which breached the dyke of their early intransigence through President Eliot's innovation of the elective system, so much deplored today—but in its time the inevitable concession to the American milieu.

And it is no historical accident that the influence of the great German universities, impinging upon this country in the latter half of the nineteenth century, should coincide with, and reinforce, Eliot's philosophy and influence. German educational ideals were transplanted through a mighty stream of American students and scholars who poured into the German universities, led by Edward Everett who took his doctor of philosophy degree from Gottingen in 1819, the first American to be awarded that degree. They came back to positions of leadership in American colleges and universities, on fire with enthusiasm for research and scientific experimentation, for the techniques of the laboratory and the seminar, for the idea of scholarship as specialization. Only the elective system could accommodate this transfusion.

Even so, the German influence found itself in part defeated.

Johns Hopkins, founded in 1876 to give only the Ph. D. degree at first, sired by the German ideal, did not survive in its early pattern; and the German idea of science and specialized scholarship as solely the servant of the state was repugnant to American individualism.

Land Grant Idea Most Vigorous

Only the land-grant college influence, strictly indigenous, as native to this land as the nobility of the Ordinance of 1787, arising to meet the needs of a nation that has glorified work rather than aristocratic leisure as the crux of public progress—only the land-grant influence provided the vitality and the vision to meet the earlier challenge of change. It put new life and leadership into the bloodstream of American higher education. It gave the American state university new range and purpose. It is America's unique contribution to the whole tradition of higher learning in the Western world.

Yet the American land-grant state university will not, and would not if it could, abandon its assimilation of the British heritage, with its concern for the student and the urbanity of its humanistic objectives. Nor will it ever dissociate from its evolutionary pattern the modified influence of the earlier German universities, with their zeal for unfettered and undiscovered truth and their discipline of thorough and uncompromising scholarship.

But the status quo will not suffice to meet the challenge of change. While, perforce, the custodians of a heritage, our universities must continue to contribute to, and to help create, a new heritage—serving always, as former President David Kinley of Illinois phrased it, as "the developmental arm of society."

My earlier comment upon the Harvard faculty committee report was not meant to be disparaging. It is an important document, because Harvard sponsorship has always been influential, as witness the elective system. Harvard is still Harvard, and it means something special in the American academic world. You remember the early president at Cambridge who was accustomed to conclude his chapel prayers by asking the Lord to "bless Harvard and all inferior institutions?"

The present-day Harvard pronouncement that there is, and there must be, such a thing as "general education" as distinguished from traditionally organized liberal arts education is important; although it must be regarded, certainly on the Minnesota campus, as an anti-climax. The Harvard committee's analysis of the central problem of education in the United States and its discussion of the theory of general education, seem to me to show deep insight and to contribute constructively to American understanding—although the actual prescription for remedy and repair must seem to anyone at Minnesota a somewhat feeble non-sequitur.

But the Harvard concession that general and specialized education are two halves of a whole, that they must be combined and must be given together to all students alike, that the answer to our difficulties "lies not in subject-matter but in terms of method and outlook, no matter what the field"—these concessions are epochal when it is remembered that they are made not by professional educationists but by scholars of the most respected traditional disciplines. They should help enormously to dissolve, once and for all, the ancient dichotomy of liberal versus vocational education; and to end the unrealistic controversies over which type of education has the most worth.

Most assuredly I am neither competent nor so presumptuous as to try to interpret the educational ideals of Dean McConnell, Professor McDowell, Professors Beach, Castell, Quigley, Dean Cooper and their associates in the College of Science, Literature and the Arts, in the General College or elsewhere on this campus. They have helped with power and prestige to pioneer the emergent concept of general education to which the Harvard report gives belated adherence. I am aware also of earlier efforts at Columbia, Amherst, Chicago and elsewhere.

But these earlier concessions seem to me to have been quite tentative rather than fundamental. They have relied upon somewhat superficial curricular devices. They have not sprung from a functional philosophy and they have not grown out of the grass-roots of the democratic necessity with which a

McCormick Calls Baseball Men

Athletic Director Frank McCormick of the University of Minnesota who has taken over again as head baseball coach after a four-year leave of absence for active duty with the U. S. army, has arranged a 19-game schedule for his Gopher nine.

Minnesota will meet six Conference foes, and four non-Conference opponents as the schedule now stands. McCormick is seeking additional competition out of the Conference.

Nebraska will appear at Northrop field against the Gophers in the season's opening series April 12 and 13. The first Conference series will be played with Iowa April 26 and 27 at Iowa City.

The schedule, subject to additions, is as follows: April 12-13, Nebraska at Minneapolis; April 19-20, Iowa State at Ames; April 23, St. Thomas at Minneapolis; April 26-27 Iowa at Iowa City; May 3-4, Indiana at Bloomington; May 10-11, Wisconsin at Minneapolis; May 14, Ottumwa Naval Air Station at Ottumwa (tentative); May 17-18, Michigan at Minneapolis; May 24-25, Chicago at Chicago; May 28, Ottumwa Naval Air Station at Minneapolis (tentative); May 31 and June 1, Northwestern at Minneapolis.

great state university like ours must deal.

General Education a Vital Weapon

General education, as it is being developed at Minnesota—with a long road yet to travel—seems to me one vital response, within American higher education, to the challenge of change. It is the democratization of liberal education in terms of a new meaning and a larger use. New occasions do teach new duties of which Aristotle and St. Thomas Aquinas never dreamed. Social experience in a scientific and industrial age does develop new values, values of morals and human conduct, which require new criteria of appraisal.

General education takes account of the fact that the difficulty and shortcomings of higher education today arise not so much from the fact that it is over-professionalized as that it is under-liberalized.

Specialized Fields Need Cultural Influence

Two things seem clear in this connection. One is that the humanities and liberal arts subject-matters, traditionally conceived, even if crammed into the curriculum in larger fragments, won't do the business. The other is that general education, confined to the Arts college alone, cannot provide the needed corrective. Professional, technological and agricultural education, for example, must take a larger account of the humane values and must be taught in a more meaningful social context.

"Be not conformed to this world, but be ye transformed by the renewing of your mind," said Paul, the Apostle, to the Romans.

If I were to offer any suggestion to the general educationists, it would be the caution not to depend too completely upon literature, history, philosophy and the social sciences.

When recently an eastern liberal arts college dean proclaimed that "only through the techniques of the social science can the peace be won," I remembered the warning which Herbert Hoover expressed at the Stanford semi-centennial.

"I have wished," Mr. Hoover said somewhat acridly, "that the economists, sociologists and the governmentalists generally would get together with the biologists. In the long run, society will be built upon the sums of human behavior. And that behavior has deeper roots than wishful thinking and exhortation. Those chromosomes which transmit the behavior of geologic ages ought to haunt at least part of the thinking of the social and governmental doctors."

Surely the "problem of peace does have a biological basis which research and the humanizing of scientific understanding must help to explore. Surely an understanding of the motivation and control of animal and human behavior—which is the problem of peace and perfection—must be found also in the biologies, anthropology, psychology—the studies of bionomics and human ecology that deal with man as he is: an organism high up in the evolutionary scale, but still an organism directly related to, and having relations with, other organisms and the stimuli of his environment.

However that may be, the supreme virtue of general education as an instrument in responding to the challenge of change will be, it seems to me, in its frank and straightforward commitment to the principle of utility. Utility has been the BÊTE NOIRE of tradi-

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tional liberal arts education, which has glorified at one extreme the ideal of a recondite and non-utilitarian personal excellence (as the goal of the so-called "humanist" school), and which even at a more mundane level has cultivated the attitude of the educated "amateur" who stands a little aside from the actual work of the world.

"Understanding Is Useful"

But education must be useful because "understanding is useful," as Whitehead said. "Even A. B.'s must eat," Professor Earnest of Temple University somewhat sharply reminded his co-authors in the forum on "The Function of the Liberal Arts College in a Democratic Society" published in the American Scholar a year or so ago. "Culture does not function in a vacuum," he protested.

Lancelot Hogben reminds us that "great formative periods in the record of science have occurred when scientific investigators have been interested in the social uses to which their discoveries are put." . . . "If there is any lesson to be learnt from the history of modern science it is this," he says: "professional exaltation of theory to the detriment of practice is the hall-mark of cultural decay."

If the basic principle of education for use, for individual competence and culture to serve social ends, for significant world citizenship in an age of atomic power, if these can be validated through general education at the higher levels, there will be surer hope America can help meet the challenge of change. Incidentally, there will be less waste of time and good intelligence in academic argument over the dubious distinctions between "fundamental" and "applied" research.

There was crisp common sense, it seemed to me, in Arthur Morgan's remark that "when a scientist expresses unconcern for the usefulness of research, he means simply that he does not accept current appraisals of value: if he means more than that, he is in error."

"The Most Hopeful Instrument"

It has been my thesis, ladies and gentlemen, that the American state university, itself the product of change, offers the most hopeful instrument for the adaptation of all higher education in response to new challenges of change.

John Dewey once defined education as the "creative reorganization of experience." It is this process which has made the American state university "sui generis" in the Western world. Except in vexing minutiae of infinitely complex and possibly unnecessary curricular prescription and organizational details, we HAVE developed a kind of flexible, even if disordered, over-all freedom. We have managed to escape the restrictions of a rigid institutionalism which, in education especially, nurtures the seeds of its own decay.

The rate of change and adaptation, to be sure, is labored and all too slow. It has exhibited the same social lag as the system within which higher education functions. That, too, is "sui generis" of all universities in all lands and all times. It is in the nature of universities, being rooted in the glorious past, to cling to the past.

President Eliot of Harvard, who fought institutional inertia with more success than almost any other leader in the history of American higher education, wrote a long time ago that "the headquarters of conservatism are in the colleges and other institutions of teaching"—adding that the conservative spirit in politics is not nearly as stiff and invincible as literary conservatism.

But he lived to see the results of his labors, and in later years he more generally described his own faculty as "a ruminating animal; chewing a cud a long time, slowly bringing it into digestible condition; then comes the process of assimilation which is gradual and invisible, so that bystanders do not perceive the growth and expansion of the animal."

President Coffman expressed again and again his concern.

Dr. Coffman's Statement

"The chief danger lingering in university circles," he wrote, "is

Navy Gives Up Pioneer Units

The United States Navy will vacate five "houses" in Pioneer Hall as of March 1, in a rearrangement to permit the housing of more civilian students, Comm. Hylan B. Lyons, executive officer of the Naval ROTC announced. The Navy also will turn back to the Phi Gamma Delta fraternity its house in University avenue, which has been the Waves headquarters, he said.

"Although our graduation exercises on February 23 reduced the V-12 NROTC enrollment to 178," he said, "that will be but a temporary condition and beginning July 1 we expect again to increase the NROTC, with a goal of 300 members."

Each of the 52 NROTC units in American universities will have a quota of 300, he explained. Between March 1 and July 1 will be a transitional period. Final announcement can not be made until Congress has enacted provisions governing the peacetime NROTC.

Meanwhile Capt. John T. Tut-till, head of the naval units at the university, has returned to duty today following several weeks of special duty at the Great Lakes naval training station.

Abolish Corn Quotas

Formal announcement that there will be no corn marketing quotas and no acreage allotments during the 1946-47 corn production and marketing season was issued recently by the U. S. Department of Agriculture. Action was taken in accordance with provisions of the Agricultural Adjustment Act of 1938, designed to protect both consumers and producers in maintaining adequate supplies of food.

that they will become intellectualized and standardized, and that in consequence their pliability and usefulness will be diminished if not destroyed. . . . But it is certain that any university which loses step with current movements, which fails to give consideration to sweeping changes that are occurring in every part of the world, will soon become archaic and incompetent to educate youth for the exercise of leadership."

Remembering that there have been two world wars within his generation and considering the perplexities of the peace, it may seem his fears were justified. Yet it was a Minnesota graduate, trained during Dr. Coffman's service on this campus, whose contagious conviction and intelligent negotiation helped conspicuously to bring the United Nations Organization into being at San Francisco.

No snug and too strictly planned reorganization of the American university should be sought in the changing time and world-society even of the Atomic Age. We can countenance a good deal of seeming academic disorder if the state university will still cling with courage and resolution to the clear purpose which has made it useful and great: the purpose constantly to explore the contemporary social scene to discover new areas and activities which demand intellectual organization and creative treatment.

Many will remember Lord Bryce's thoughtful appraisal in his book, "The American Commonwealth."

" . . . If I may venture to state the impression which the American universities have made upon me," he said, "I will say that while of all the institutions of the country they are those of which Americans speak most modestly, and, indeed, deprecatingly, they are those which seem to be at this moment making the swiftest progress, and to have the brightest promise for the future."

Truly, that promise has been kept; and today, as when he wrote, with even still clearer and more self-conscious purpose, higher education will offer as one answer to the challenge of change the constructive commitment to transmit, to still transform and to enrich our vital American heritage.

MINNESOTA CHATS



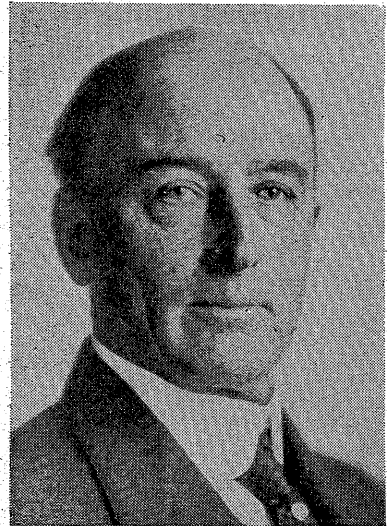
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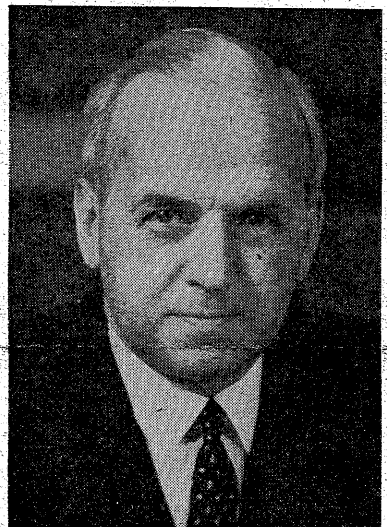
APRIL 12, 1946

NUMBER 9

To Be Among Outstanding Participants



The Hon. Fred B. Snyder



Chancellor Edmund Ezra Day



President James B. Conant

New President In Education For 27 Years

Dr. Morrill Started University Work as Ohio State Alumni Secretary in 1919

In view of the approaching inauguration of President J. L. Morrill, Minnesota Chats presents the following brief biography of him. Dr. Morrill's picture also appears on this page.

Dr. James Lewis Morrill, eighth president of the University of Minnesota, who was graduated from Ohio State University in 1913, has been in educational work since 1919, when he left the Cleveland Press to become alumni secretary and editor of Ohio State. Subsequently he also served in teaching positions in journalism and education, became junior dean of the College of Education, and in 1932 became vice-president, which position he held until 1941, when he became president of the University of Wyoming. He was elected president of the University of Minnesota by unanimous vote of the Board of Regents early in 1945 and assumed his post July 1, 1945, succeeded Dr. Walter Castella Coffey, who had reached the age of automatic retirement.

Dr. Morrill holds the LL.D. degree from Miami University, Oxford, Ohio (1936) and from the Ohio State University (1945).

He was born in Marion, O., Sept. 24, 1891, son of Harrison Delmont and Mary Lewis Morrill. Following graduation from Ohio State in 1913 he went to work as a reporter for the Cleveland Press, a Scripps-McRea newspaper, which at that time had determined to give a chance to some young men who had studied journalism in college, a training not generally favored by many old-time editors of the day. The other boy who went with him to the Cleveland Press quit presently, but Morrill stayed on and became city editor and acting managing editor before he left to serve, 1917-19, with the Food Administration. After leaving government employ he was again with The Press for a short time before going back to Ohio State as alumni secretary.

Dr. Morrill and Miss Freda Rhodes were married June 22, 1915. They have three children, John Rhodes, Mary Louise Lichtenberg and Sylvia Morrill.

The new Minnesota president is not only favorable toward athletics but is thoroughly familiar with the problems of university athletic activities because he put in a number of years as a chairman of the athletic council while in the service of his alma mater.

In his role as university administrator he has as one of his chief enthusiasms the encouragement of research, and he holds a firm belief that the relationship between university research projects and the industry, including agriculture, of the state or region supporting the institution should be close and constructive. In an interview soon after he came to Minnesota, Dr. Morrill said:

"One principal mission I set myself at Wyoming was inculcating the research idea into a small university. I am delighted with the feeling for research which so per-

(Continued on page 3, column 1)

Eighth President of the University



President James Lewis Morrill

Features of Inauguration

Station KUOM, University of Minnesota radio station, will broadcast all of the addresses made during the daytime and has applied for an arrangement to broadcast the address of Sen. Morse, which comes in the evening when KUOM is off the air. The wavelength of KUOM is 770 kilocycles.

Twin City radio stations will arrange a joint interview with President James B. Conant of Harvard as their contribution to reporting the inauguration. The time and place of this interview will be announced.

In case of bad weather Thursday morning at the time of the academic procession to the inaugural, delegates, regents and others who would have marched will assemble in the basement of Northrop Auditorium, entering at the rear.

Marshals of the academic procession will be the regular university marshals, Dean Wm. S. Carlson, Dean Henry Schmitz and Professor A. C. Krey, head of the history department. The University Band will lead the procession.

Famous Hindu To Speak Here

Sir Sarvepalli Radhakrishnan, probably India's greatest living philosopher and considered to be one of the great thinkers of the age according to Prof. George P. Conger, University of Minnesota, will be in Minneapolis Monday, April 15 and will speak at 8:15 p.m. in Northrop Memorial Auditorium.

"Essentials of Indian Culture" will be his topic.

The lecture will be under joint auspices of the University of Minnesota chapters of Phi Beta Kappa, Sigma Xi and Phi Delta Kappa, the last an honor society in education. It will also be an event of Schoolmen's Week, which will be in session at that time. President J. L. Morrill will preside.

The distinguished philosopher is vice-chancellor of Benares Hindu University and is Spalding professor of eastern religions and ethics at Oxford University, England, to which he has returned this year for the first time during the war. His stop in Minneapolis will be on a tour of the United States he is making during the Oxford spring holidays.

Sir Sarvepalli Radhakrishnan's tour is being financed by the Watamull Foundation, which is the creation of a wealthy Indian family resident in Hawaii.

Inauguration Plans Complete For 23-24-25

Meetings on Three Days Will Be Major Event in Life of University

HUNDREDS TO ATTEND

Ceremony of Induction into Office to Come Thursday Morning

Preparations were approximately complete today for the most impressive series of special educational events in the history of the University of Minnesota, the inauguration of President James Lewis Morrill and attendant addresses, dinner and luncheon meetings and special events. Plans were made known by Dean Theodore C. Blegen of the Graduate School, chairman of the inaugural committee. The events will start at noon, Tuesday, April 23, and continue through noon, Thursday, April 25.

Not previously announced were the names of those who will carry out the program at dinners Tuesday and Wednesday evenings. At the first, the toastmaster will be Dean Henry Schmitz of the College of Agriculture, Forestry and Home Economics. Speakers will be Dr. Frederick L. Hovde, famous Minnesota alumnus now president of Purdue University, Dr. George F. Zook, Washington, D. C., president of the American Council on Education, and President Charles J. Turck of Macalester College, St. Paul.

Dean T. R. McConnell, head of the College of Science, Literature and the Arts, University of Minnesota, will be toastmaster at the Wednesday night dinner. Speakers will represent groups in the university family and representatives of national bodies for the furtherance of education, as follows: For the faculty, Professor William Anderson, head of the Department of Political Science; for the students, Miss Gerry Stoner, Arts senior, 2097 Carroll ave., St. Paul, president, Associated Women Students; for the alumni, Dean Raymond B. Allen (Med. '28-Ph.D. '34) of the College of Medicine, University of Illinois and president-elect of the University of Washington; for the Minnesota Association of Colleges, Pres. Bernhard Christensen of Augsburg College, Minneapolis; for the Association of Land Grant Colleges, Dr. Conrad Elvehjem, professor of biochemistry, University of Wisconsin.

For the National Association of State Universities, Pres. John C. West of the University of North Dakota; on behalf of the University of Minnesota, President Morrill.

The overall topic of addresses that will fill three half days starting at 2:30 p. m. Tuesday, April 23, of which each general meeting will consider a phase, is "The crisis of mankind: The urgent educational tasks of the University in our time."

Except at two dinners in the ballroom of Coffman Memorial Union, all the addresses will be delivered in Northrop Memorial Auditorium. The actual inauguration (Continued on page 2, column 1)



Dr. Harlow Shapleigh



President George N. Shuster



President George D. Stoddard



Bishop G. Bromley Oxnam



President Frederick L. Hovde

Inauguration Plans Complete

(Continued from page 1, column 5)
 tion ceremony in Northrop Auditorium will begin at 10:30 a. m. Thursday, following an academic procession starting at 10.

The following is a list of all the events of the three days:

Tuesday, April 23, Northrop Auditorium, 2:30 p. m.

"Men are brothers: The urgency of understanding and good will," Bishop G. Bromley Oxnam, president, Federal Council of Churches of Christ in America.

"Men are independent: The urgency of world-wide human welfare," Dr. Winfield W. Riefler of the Institute of Advanced Studies, Princeton, N. J.

Dinner, Ballroom of Coffman Memorial Union, 6 p. m. for which the speakers have been stated above.

Northrop Auditorium, 8:30 p. m.

"Men live in a world community: The urgency of international order," Senator Wayne L. Morse of Oregon.

Wednesday, April 24. Northrop Auditorium, 9:30 a. m.

"The Potentialities of Human Intelligence."

"Men are inventive: Will they devote the products of their ingenuity to human welfare?" Dr. Harlow Shapley, director of the Harvard College Observatory.

"Men are adaptable: Are they willing and are they able to adjust to social change?" Dr. George D. Stoddard, commissioner of education of the state of New York and president-elect of the University of Illinois.

Luncheon, 12 noon; ballroom of Coffman Union.

Northrop Auditorium, 2 p. m.

"The Urgent Educational Tasks of the University in Our Time."

"Men are citizens of their own community: The state looks to the university," Louis S. Headley, president, First Trust Company, St. Paul; "Men are citizens of the nation: the nation challenges the university," President James B. Conant of Harvard University; "Men are citizens of the world: Mankind looks to education," President George N. Shuster of Hunter College, New York City.

Student Question Period: At the request of a committee of students, some of the speakers will reply to student questions at an informal "forum" following the Wednesday afternoon session. Miss Jeanne B. Allen, Arts senior, is in charge. This will come at 4:30 p. m. in the Museum of Natural History.

Pre-inaugural Dinner Program; Coffman Union Ballroom, 7 p. m. (Informal)

The toastmaster will be Dean T. R. McConnell of the College of Science, Literature and the Arts. Speakers will be: For the faculty, Professor William Anderson; for the students, Miss Gerry Stoner, president, Associated Women Students; for the alumni, Dean Raymond B. Allen, (Med. '28-Ph D. '34) dean of the College of Medicine, University of Illinois and president-elect of the University of Washington; for the Minnesota Association of Colleges, President Bernhard Christensen of Augsburg College for the Association of Land Grant Colleges, Prof. Conrad Elvehjem of the University of Wisconsin for the National Association of State Universities, President John C. West of the University of North Dakota; for the University of Minnesota, President Morrill.

Following the Wednesday afternoon lectures the Friends of the University of Minnesota Library will be hosts at a tea and open house in the Library, to which delegates, guests, speakers and the faculty are invited.

The Inauguration

Northrop Memorial Auditorium, Thursday, April 25.

An academic procession of the delegates from institutions of learning and learned societies will leave the porch of Coffman Memorial Union at 10 a. m., delegates standing in line in the order of the year of the institution's founding. The procession will move in two lines, crossing Washington avenue on the overpass footbridges and will reunite at the first crosswalk on the Mall, where they will fall in behind the University Band. The procession will advance, led by the institutional delegates, followed by the faculty, deans, regents, speakers and honor guests, which is to say, guests who accepted an invitation to attend.

On entering Northrop Auditorium the lines will be directed down Aisles 3 and 5 and the institutional delegates, regents, and speakers will cross special ramps to seats on the platform. Deans, faculty and honor guests will occupy specially reserved seats in

Regents Vote Fund to Aid 'U' Veterans

An emergency aid fund to be used for the assistance of veterans attending the University of Minnesota was created by the Board of Regents in March when they set aside \$3,000 received as its share of payments for broadcasting the Indiana and Wisconsin football games. The broadcasts were paid for by the United States army, which made a recruiting appeal in connection with accounts of the games. President J. L. Morrill pointed out that University of Minnesota policy is against permitting sponsored broadcasts of football games; but that the policy was waived for these two games at the army's request.

From a fund raised by various governmental divisions in India, \$4,500 has been given the university to be disbursed to 10 students from India now taking work in the Graduate School, regents were informed.

The proposed winter sports building on the campus was subject of a report by a special advisory committee which recommended that it be located "in the neighborhood of Fourth St. and 19th Ave. S. E.," exact location to depend on acquisition of property and a planned vacating of Nineteenth Ave., at that site. Authorization was given for sending university representatives to examine large and successful public skating rinks in Indianapolis and Cleveland.

Vice-President William T. Middlebrook in his annual report on gifts said that these amounted to \$1,538,304 in the fiscal year ending last June 30, of which approximately \$600,000 was for the support of research projects, much of it from industry. In the university's entire life, said Middlebrook, total gifts received have totalled \$17,826,628.

Announcement was made of the appointment of Richard V. Ebert as clinical associate professor of medicine. He will devote 25 percent time to teaching and research. Dr. Edward B. Stanford was appointed assistant university librarian. He holds the Ph.D. degree in librarianship from the University of Chicago and has served in the Dartmouth and Williams' college libraries and the public library of Detroit.

Helps Town's Book Entertainers

Clifford W. Meinz, singer and concert manager, a graduate of the University of Minnesota in the class of 1933, has joined the university's department of concerts and lectures as community program adviser. He will direct the work of supplying speakers and musical attractions to Minnesota cities and towns outside the twin cities and helping them manage concert and lecture courses. Meinz was widely known for his tenor singing while a student and has since had a professional career in New York. Since 1940 he has also been in concert management. His plans call for furthering the work of booking throughout Minnesota entertainers who are engaged by the university.

front rows of the auditorium but not on the platform.

The inaugural exercises will start at 10:30 a. m. with the singing of the National Anthem. Dr. Theodore C. Blegen, dean of the Graduate School, will preside.

The Most Reverend John Gregory Murray, S.T.D., Archbishop of St. Paul, will deliver the invocation.

Address on behalf of the State of Minnesota, Gov. Edward J. Thye.

Address by President Edmund Ezra Day of Cornell University, Ithaca, N. Y.

Address by the Hon. Fred B. Snyder, chairman of the Board of Regents, and induction of Dr. Morrill into office by Regent Snyder.

Inaugural address by President James Lewis Morrill, "A Profession of Faith."

Singing of "Hail, Minnesota."

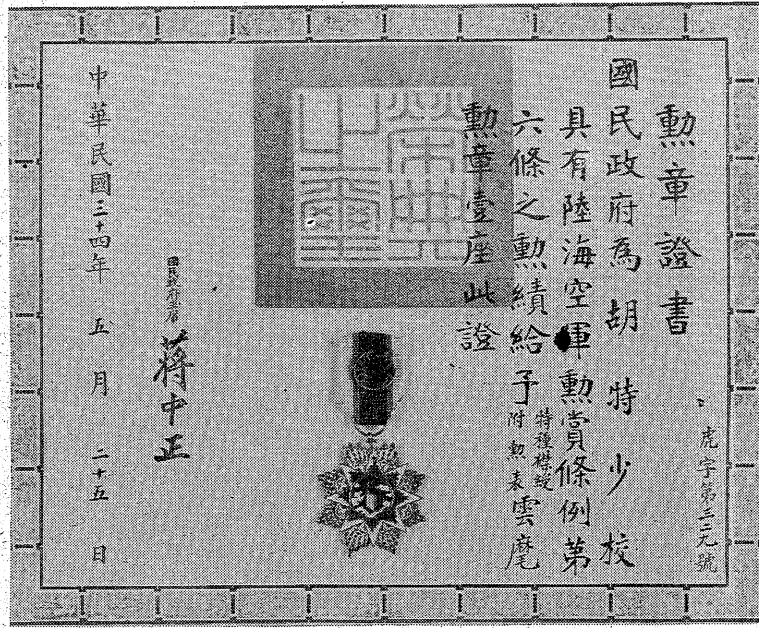
The Very Reverend Dr. J. A. Aasgaard, President of the Norwegian Lutheran Church of America, will pronounce the benediction.

Complimentary Luncheon

The last official event of the inauguration will be a complimentary luncheon in the ballroom of Coffman Memorial Union at 1 p. m., following the ceremony, at which delegates, regents and speakers will be guests of the university.

At 2 p. m. there will be an informal reception in the Union Ballroom at which delegates, guests, faculty, students and the public will have a chance to meet President and Mrs. Morrill.

Wins Chinese Medal, Bronze Star



Lt. Col. Leslie L. Wood, engineer in the department of buildings and grounds at the University of Minnesota, was awarded the bronze star in ceremonies at Fort Snelling March 22. Col. Wood, who returned recently from overseas service, is one of the few men in this country to possess the Yen Hui, or cloud and banner decoration of the Chinese government. It was awarded him for service as officer in charge of equipment during the construction of seventeen airfields in China and, later, the same duties in charge of all equipment during the building of the Stillwell road. Wood is a graduate of the University of Minnesota college of engineering.

Political Scientists Attend Meetings

Dr. Harold S. Quigley, professor of political science, University of Minnesota, lectured in Washington, D. C., March 26 and 27 at the UNRRA training center for service in China. He discussed "The Sino-Japanese war" and "China's industrial relations."

During the remainder of the week, with Dr. William Anderson and other members of the department, Dr. Quigley attended annual meetings of the American Political Science association in Philadelphia. Dr. Anderson conducted roundtables on "Federalism in intergovernmental relations" and "State local and municipal government," and Dr. Quigley on "Political reorganization in China" and "Political reorganization in Japan."

Also in attendance were Professors Lloyd Short, Evron Kirkpatrick, Asher Christensen and Werner Levi.

Diet "Victims" Get Last Test

The 34 civilian public service men who voluntarily underwent a starvation regime at the University of Minnesota's laboratory of physiological hygiene under direction of Dr. Ancel Keys recently went through their final tests and measurements, Dr. Keys reported. During the starvation tests they lost approximately one-quarter of their body substance. They were subsequently reconditioned and released from the experiment but have undergone a last check.

Examinations were conducted in Minneapolis, Chicago, Washington, D. C. and Philadelphia, many of the men having left this city for other assignments.

A major discovery in the experiment was that very large amounts of food, up to 4,000 calories a day, are needed over a long period following starvation before there is substantial recovery in vigor and working capacity.

Dr. Keys and Dr. Henry Longstreet Taylor of the laboratory staff visited the cities named to conduct the final examinations.

Pulpwood Prices Rise

Increased prices for rough and peeled pulpwood are now in effect, according to Parker Anderson, extension forester at University Farm. These increases, authorized by the OPA to compensate for added labor costs, average about 11 per cent in the Lake States.

The new prices for 50-55-inch pulpwood are as follows:

	Rough	Peeled
Spruce	\$17.50	\$21.20
Balsam	15.40	19.10
Poplar	11.25	15.50
Other hardwood	11.25	15.50

The end of the war has not lessened the demand for paper and pulpwood, Anderson says, and so farmers in pulpwood areas can still earn extra dollars from their woodlots. With proper harvesting, the woodlot will yield added income this winter with the increased prices and still may be maintained for future harvests.

Naval Science Funds Drive Postponed

The campaign for funds with which to build a naval science building at the University of Minnesota has been dropped temporarily but not abandoned, Judge Paul Carroll, president of the Minnesota Council, Navy League of the United States, announced recently. He spoke at a dinner given in honor of Captain John T. Tuthill, Jr., head of the Naval ROTC on the campus, who is going on inactive status and has returned to his civilian job of publishing the Patchogue, L. I. Advance.

Judge Paul S. Carroll pointed out that \$65,750 has been pledged toward the proposed Naval Science building at the University of Minnesota. He pointed out that because of present uncertainties regarding merger of the army and navy, the campaign will be discontinued for the time being but that the organization conducting it, a committee sponsored by the Navy League and the University of Minnesota, will remain in existence with a view to resuming its activities when conditions under which it can proceed are more definite. Captain Tuthill served in the first world war as a lieutenant, j.g. and torpedo officer. He was recalled from the naval reserve in October, 1939, with the rank of captain and served first as public relations officer for the New York district and later commanding naval training units at Western Michigan State College and the University of South Carolina before being transferred to Minnesota.

Pending arrival of Captain Tuthill's successor as professor of naval science, Commander Hylan B. Lyon, executive officer, will be acting head of the university's installations. Captain Walter C. Holt has been designated to become professor of naval science at tactice. He is an aviator and at present is commanding a carrier, probably in the Pacific. Captain Holt is expected to reach the campus some time in May.

Judge Carroll's statement follows:

This report is made to those who have contributed to the Naval Science Building Fund, and to the members of the Committee. Your chairman feels that you will be interested in the progress made to date and the prospects concerning the future.

At the time this committee was originally organized we had not completed either the war with Germany or Japan. Since its establishment, of course, we have gained the victory over both enemies. Many other things have happened since then which made it difficult to raise the money for the erection of this building. The Navy plans originally, and still do, provide for the establishment of some 52 NROTC units in the United States. These units are to be a part of the various universities where they are established. Naval Science training is to be furnished by the Navy, and each of the students enrolled in this department will receive compensation to the extent of approximately \$50.00 a month, or, in other

Mothers Day Set on Campus For May 11th

One of the year's most attractive events, Mothers Day, will be reestablished at the University of Minnesota this spring and mothers of all students will be invited to attend and take part in the affair on Saturday, May 11.

Before wartime transportation and food service problem led to the temporary abandonment of Mothers Day, as many as 2,000 mothers visited the campus some years and up to 1,200 were served at the Mothers Day dinner in Coffman Memorial Union.

All the usual events of former Mothers Days will be included in the program this spring, according to E. B. Pierce, chairman of the committee on university functions, which will direct the event.

Mothers will register upon arrival, hundreds of them will be entertained at luncheons by sororities and other social organizations and in the afternoon they will be guests at a musical event in Northrop Memorial Auditorium.

The Mothers Day dinner in the ballroom of Coffman Memorial Union will be the day's principal event. Speakers will be a representative of the mothers group, the president of the All-University Student Council, soon to be elected, and President J. L. Morrill.

Coming as it does at a time in the spring when the campus is at its most beautiful and the weather often at its best, Mothers Day has been a favorite time for the mothers of students to visit the campus and see how their sons and daughters "live and learn." Reestablishment of the day should effectively increase the understanding of parents for the university and strengthen the bond between them and the institution, President Morrill believes.

Smith Seeks Ph. D.

Lt. Comdr. Henry Ladd Smith, on leave from an assistant professorship of journalism at University of Minnesota, has received his discharge from the Navy after several overseas intelligence assignments, and in January will complete work for a Ph.D. in history at University of Wisconsin. He will extend his leave from Minnesota until next September while studying under his 1945 Guggenheim fellowship award. His project will be to prepare a study of America's part in the development of world air routes and the history of the foreign air policy of the United States.

words, it would amount to some 250 scholarships for worthwhile individuals at the University.

We have just been informed that the request for Naval appropriations has been very seriously cut by Congress. Therefore it is not possible to predict at the present time whether the original plans will be able to be carried out or not.

If the plan is carried out, the University of Minnesota must have a Naval Science building. The Federal government will, according to the plans, contribute to the extent of \$75,000, but it is doubtful if the State Legislature will in the foreseeable future provide funds for the erection of such a building. Therefore it will be necessary, if a building is built, to have it paid for, at least to a substantial extent, by private contributions.

A real effort was made to raise the money necessary to build such a building; to-wit, \$325,000. We met with some opposition and for various reasons. The principal ones were that this building should be built from public funds, and secondly, the usual lethargy or lack of interest in military affairs after wars are over.

To date, we have pledges totaling \$65,750. All money received so far from these pledges is deposited in a special account for the Naval Science Building Fund, held by the Comptroller of the University of Minnesota. It is, of course, understood that if the money is not used for the purpose for which it was given, it will be returned to the donors. It is the opinion of your chairman, and the majority of the members of the committee, that until the plans of the Navy Department are more definite and settled, our group should be held together but, for the time being at least, should not attempt an active campaign for these funds. This does not mean that the committee is disbanding and giving up this project. It simply means that we are remaining inactive until we have more definite information concerning the future of Naval training plans.

In Education For 27 Years

(Continued from page 1, column 2)
meates the whole atmosphere here at Minnesota."

The interviewer said of President Morrill, "He thinks the quality of work and the size of the university will be limited only by the vision of the people who foot the bill. He foresees a more interesting level of education as the result of new vistas opened by the war."

Dr. Morrill has declared his intention to help bring about a somewhat closer organization of the many research activities at the University of Minnesota, especially the university's research relations with industry. He is also expanding the university agencies for informing and interpreting the university to the people of the state, firm in the belief that it will be through their understanding of a university's tasks that the necessary enthusiasm for its support will be aroused.

Speaking on the subject "The Challenge of Change in Higher Education" soon after he came to Minnesota, Dr. Morrill made it plain he believes the future of higher education in America belongs to the publicly-supported land grant institution of the type of the University of Minnesota. At the same time, said he, education will continue to acknowledge its debt to the British type of cultural education and to the research disciplines first developed in Germany. He also expressed strong interest in the program of general education that the university is developing in the Arts College.

"Only the land-grant college influence, strictly indigenous, as native to this land as the nobility of the Ordinance of 1787, arising to meet the needs of a nation that has glorified work rather than aristocratic leisure as the crux of public progress — only the land-grant influence provided the vitality and the vision to meet the earlier challenge of change," he said. "It put new life and leadership into American higher education and gave the American state university new range and purpose. It is America's unique contribution to the whole tradition of higher learning in the western world."

"Yet the American land-grant state university will not, and would not if it could, abandon its assimilation of the New England and British heritage, with its human concern for the student and the urbanity of its humanistic objectives. Nor will it ever dissociate from its evolutionary pattern the modified influence of the earlier German universities, with their zeal for unfettered and undiscovered truth and their discipline of thorough and uncompromising scholarship."

In his first appearance as president he told a meeting of the Board of Regents, "I am more interested in the university's program than in its problems. Problems always arise in the course of administration, and I should prefer to deal with them as they arise."

Dr. Morrill is a member of many educational, public service, and honorary bodies. While in alumni work he was president of the Alumni Magazines, Associated, and of the Alumni Secretaries organization. In the Association of Land Grant Colleges and Universities he holds important committee chairmanships and is a member of committees in the American Council on Education, National Association of State Universities, and the North Central Association of Colleges and Secondary Schools.

He is a sponsor of the Universities Committee on Postwar Educational Problems, was the first chairman of the section on administration and organization of the Regional Conference on the Humanities in the Rocky Mountain area, and a member of the Ohio State Research Foundation. He serves on the Board of Curators of Stephens College, Columbia, Mo., and holds many Minnesota positions, some of them ex-officio, such as membership on the Minneapolis Library Board and Board of Directors of the Minneapolis War Chest. He belongs to the St. Paul-Minneapolis Committee on Foreign Relations, Minnesota Policy Committee, Minnesota Public Health Association, and other bodies.

His societies and fraternities are: Phi Beta Kappa, Phi Kappa Phi, Phi Delta Kappa, Alpha Psi Delta, Sigma Delta Chi, Alpha Sigma Phi, Phi Eta Sigma, Pi Delta Epsilon and the American Branch of the Newcomen Society, for which he is Minnesota vice-chairman. His clubs are Rotary,

Fact and Fancy

By T. E. Steward

Friends of mine (oh well, I take it for granted they are) sometimes read this column and ask me if this or that was fact or fancy. Well, this is a fact—I went to a performance at the University of Minnesota's Theater production of King Lear and I thought it was super duper.

Believe it or not, I was once the dramatic critic of a reputable newspaper for almost two years, but my heart wasn't in it, so this will be no criticism at all. It will be straight praise, like a piece about a motion picture for which \$600 worth of advertising has come in. I'm in somewhat the same pickle; Dr. Frank Whiting gave me two seats for the show and I occupied them both, one with myself and one with my wet overcoat. People made comments but I held my ground.

I'm something of an authority on "Lear." Of course I read it in high school and college, and I saw Robert Bruce Mantell play it 30 years ago (when I was a critic), but none of these things made me an authority. I became an authority on "King Lear" when I got a fixed idea that the quotation "Blow, blow, thou winter wind (wynde), Thy tooth is not so keen because thou art not seen; thy breath is not so rule as man's ingratitude"—or thereabouts—was part of this great Shakespearean tragedy. Being a determined guy, I thereupon read "Lear" through three times eye-running, didn't find it, gave up, and asked Prof. Joe Thomas where the darn thing was. Tommy said, as I remember, "As You Like It." In "Lear" it's "Through the bare hawthorn blows the cold wind" (wynd).

But to revert to my subject, after all, I was amazed at the University Theater's production of "Lear," and being tired of careful composition, I'll just list in good, old newspaper fashion some of the things I liked.

I was struck by the youth and remarkable good looks of the players. It makes me believe that one of the great assets of a university theater must be this very thing—the very persons of the actors, both men and women—not worn by years on "the boards"—never blase—wholly capable of projecting themselves in imagination into the roles they are enacting.

I liked the voices and the diction. In fact, I was tremendously impressed by the diction. Going to "Lear" was more than worth while if only to hear the lines read, not see a thing.

I liked the enthusiasm. Boy! Those who were having a hard time certainly suffered and were marvelously wronged, and a-cold and wrung by passion.

The music and sounds in the background were great.

The fool was of professional caliber, no doubt a descendant of someone who played the same part in the seventeenth century.

Goneril scared the liver and lights out of me. Women are wonderful, but that type of woman is just too much! She wasn't a bit nice to her pa. This, again, is fact, not fancy. And that Regan. Hssssss!

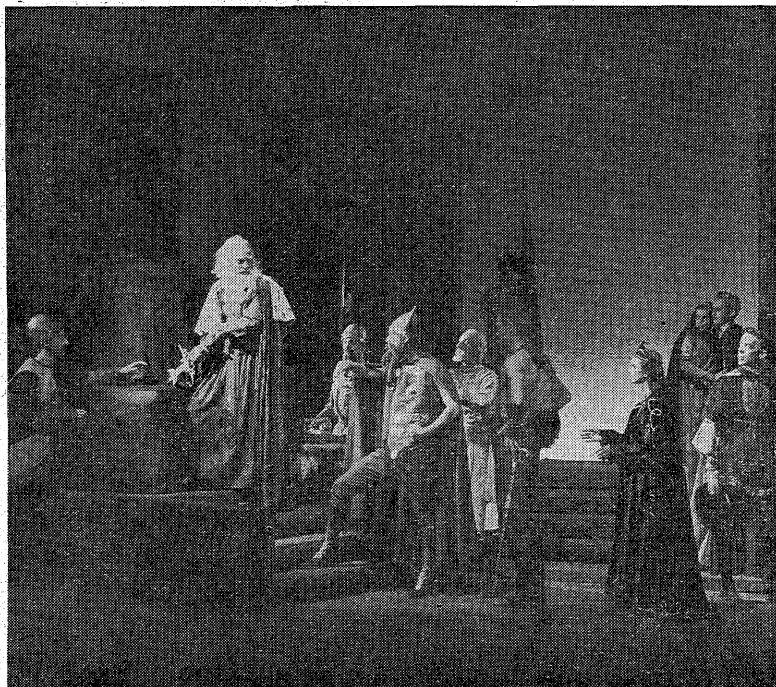
I know it isn't really in good taste to sound even a little flippant about Shakespeare and I'm not being. I'm merely not writing a criticism of "King Lear," rather a piece to say, and sincerely, how very much I liked it. I reject the usual phrases, "trenchantly por-

trayed," "compelling," "adequate."

"King Lear" is one of the greatest plays in the English language, of course. It has forever typed a certain situation. If one called someone "a Hamlet" there could, and would, be debate as to exactly what was meant, but if one were called "a Lear" there could be no doubt. It is like being a Job, or a Helen, or a Socrates. He stands for a basic and recognizable plot in human life, a plot which, one hopes, does not come into being too frequently. Turgenev, the famous Russian, recognized all this when he called one of his greatest writings "A Lear of the Steppes."

I can't say enough in praise of Dr. Frank M. Whiting and his players and other associates in this splendid performance. Meanwhile, knowing nothing about the climate of California, I shall say a few words about the late Robert Bruce Mantell. I do this only because (a) his was the only other "Lear" I ever saw and (b) John Sherman of the Star-Journal-Tribune said in his review of this production that Mantell's "Lear" was the last he had seen until now. Mantell was the star and head

Scene from Campus "King Lear"



Report Advises How to Better School Teaching

A study of the school teachers in a typical Minnesota community that has significance for other similar and smaller places, just released by the University of Minnesota's committee on the community basis for postwar planning, is "The teaching Staff and postwar education in Red Wing."

Written by Dean Wesley E. Peik of the university's College of Education, it is one in a series of Red Wing studies of which three have appeared. Issued at the same time as the present study of teachers are two others, "Red Wing churches during the war" and "Art in Red Wing," the latter by Laurence Schmeckebier, professor of fine arts at Minnesota.

The Red Wing study of school personnel strongly emphasizes that direct steps must be taken to get and to hold better teachers in such a school system as Red Wing's. Annual salary increases of from \$75 to \$100 a year for the first five years to a beginning teacher are recommended. Teachers in the elementary schools should have a college degree and those in the high school a master's degree, with an appropriate salary differential, says Dean Peik.

He strongly urges that the community "accept" its teachers and see to it that they have a satisfactory social and personal life if they are to be held in their positions.

Employment of outstanding married teachers should be continued if they can make satisfactory arrangements for help at home, says the report.

A policy is recommended of "employing the best available candidates for every position without either discriminating against or favoring hometown residents."

Among other recommendations are employment of additional supervisory and guidance staff and of an assistant high school principal to devote time to supervision of instruction and curriculum development.

Increase in the number of men on the high school staff is urged.

Gives Tips to Lawn Makers

A little attention to the lawn now may give you the lush, velvety turf you have been wanting. Early spring, when the weather is cool, is a good time to rejuvenate the lawn, according to L. E. Longley, assistant professor of horticulture at University Farm.

First on the list of jobs is raking. Rolling the lawn after it has been raked will even it after winter heaving of the crust. Rolling should be done within the next few days, however, before the ground becomes firm.

Fertilizing is the next important step. If manure is used, it should be well rotted before it is applied. Spread only a light coating at a time, 5 to 8 bushels for 1,000 square feet. Spread evenly and rake over to break up the lumps.

Sulfate of ammonia is one of the best commercial fertilizers for lawns. Another satisfactory type of fertilizer is 4-12-4. Because sulfate of ammonia stimulates bluegrass, continued use of this fertilizer for several years will help free the lawn of clover and such weeds as dandelions. Rate of application is 4 pounds to 1,000 square feet of lawn surface. Precautions should be taken to scatter it very evenly with a distributor or by hand. Or it may be dissolved, about a pound in 2 or 3 gallons of water, and applied with a sprinkling can. The lawn should be well soaked with water after applying any kind of commercial fertilizer, Dr. Longley warns, otherwise there is danger of burning the grass.

Grass seed should be sown a few days after fertilizer has been applied. Before sowing, rake over the lawn to break up the crust; then scatter the grass seed, paying special attention to places where the grass is thin. Rake again to cover the seed.

For most parts of Minnesota, Kentucky bluegrass is best, Dr. Longley says. He recommends a mixture of 60 per cent Kentucky bluegrass; 20 per cent redbud, 10 per cent white Dutch clover and 10 per cent rye grass. For shady places in the lawn or for sandy soil, the mixture should include 24 to 30 per cent of Cheving's fescue. About 3 pounds of grass seed will be needed for 1,000 square feet of new lawn. For the old lawn, use about half of that amount.

of a Shakespearean company that played some 30 years ago. This company was often the only one in the United States performing Shakespeare. It never was first class; it never claimed to be, but I was always a Mantell man, myself, because he showed me a lot of Shakespeare I might never have seen otherwise (colleges always sent large delegations of students to hear him) and because he paid no attention to what were often actual sneers from the big critics. They nevertheless, weren't seeing any other Shakespeare except possibly Ben Greet in "Twelfth Night." (That was good).

Mantell produced, besides such standard dramas as "Merchant of Venice," "Hamlet" and "Macbeth," pieces less often seen, "King John," "King Lear," "King Richard III." And for good, non-Shakespearean measure, he played "Richelieu" wearing a cardinal cape. "About this spot I draw the sacred circle of the Church of

University Summer School Plans Told

Most Veterans Expected to Stay on — Swell Attendance to New Record

Because most of its veteran students, who at present make up over a third of total enrollment, are expected to stay in college the year around, the University of Minnesota expects to have by far the biggest summer session attendance in its history, according to the director, Prof. T. A. H. Teeter. Veterans draw educational benefits only when in college, and in addition, are in a hurry.

Nevertheless the usual special program, particularly for public school teachers, will be offered on the regular scale and every provision will be made to care for the standard clientele of the summer sessions, Mr. Teeter said.

The first summer term will run from June 17 to July 27 and the second term from July 30 to August 31, enabling teachers to return home in time for the opening of public schools the day after Labor Day.

Will Be "Workshops"

"Workshop" courses, so popular with teachers, will be conducted in several fields, among them, curriculum planning, group and individual guidance in high schools, childhood education and development, music education, play production and rural education. The summer session also will continue the workshop in higher education which has been carried on over several years part as a cooperative venture of a group of colleges in the North Central Association of Colleges and Secondary schools.

An extended special program of subjects in the field of American studies, in which a number of well known visiting faculty members will teach, will be a summer session feature, these courses to be divided between the first and second terms.

Striking among the plans for the program in American studies is the list of visiting faculty people who will take part.

Among them will be Denis W. Brogan, professor of political science in Cambridge (Eng) University, J. Frank Dobie, professor of English in the University of Texas and famous as a writer of historical tales of the old Southwest; James T. Farrell, author of "Studs Lonergan" and other realistic stories of American life; Richard H. Shryock, professor of history, University of Pennsylvania, author of "The Puritan Mind"; Arthur Bestor, associate professor of history, Stanford University; Herbert W. Schneider, professor of philosophy, Columbia University, editor of The Journal of Philosophy and Review of Religion, James Gray, author and literary critic of The St. Paul Dispatch and Pioneer Press, and Sterling A. Brown, associate professor of English in Howard University, author of "The Negro in American Fiction," and others.

A distinguished group from the permanent Minnesota faculty also will teach in the program, which will be under the general supervision of Professor Tremaine McDowell, chairman of the American Studies program in the College of Science, Literature and the Arts.

Library Course of Eight Weeks

The Division of Library Instruction will conduct an eight weeks summer term, July 17-August 10, under the general direction of Dr. E. W. McDiarmid, University librarian and head of the division.

A full program of courses and practice in physical education and athletics will be conducted by both the department for men and that for women. The latter will conduct on June 21 and 22 an institute on "The postwar program for high school girls." The focus will

(Continued on page 4, column 4)

Cancer Researchers Name Bittner

Dr. John J. Bittner, George Chase Christian professor of cancer biology in the University of Minnesota Medical school, was elected vice-president of the American Association for Cancer Research, it was learned Monday upon his return from meetings of that body in Atlantic City.

Rome," said he, swinging a terrific, two-handed sword.

The New York critics would say, "Galloping Robert Bruce Mantell swung into town last night," etc., etc.

But I was young and unsophisticated enough to think it was wonderful, and, praise be, I do still.

Resolution Passed on Death Of Mr. Pfaender

Death of Albert Pfaender, for 12 years a member of the Board of Regents, was deplored in a resolution passed by the board at its March meeting.

The resolution said:

"Albert Pfaender served as a member of the Board of Regents of the University of Minnesota for exactly a decade. He was chosen for this high and responsible office on the seventh of February, 1935. His death occurred on the fourteenth of February, 1946. These were ten significant and formative years in the history of the University, for they were marked by the election of three presidents. In all of the decisions that were made during this period, and in the weighing of all considerations that entered into them, the good judgment and broad experience of Albert Pfaender were sought and respected.

"He was a conscientious and loyal member of the Board and a devoted supporter of the University, from which he himself had graduated in 1897. He favored every policy that contributed to the advancement of the University and the extension of its influence. His ability as a lawyer and his long years of public service—in his home community of New Ulm and as a member of the Legislature—endowed him with a background rich in understanding of the problems of men and women everywhere, and this, coupled with his unyielding faith in education, gave to him a prestige on the Board of Regents that will long be reflected in the future development of the University. In his death the people of the State of Minnesota have lost an outstanding citizen; the members of the Board of Regents have lost a beloved colleague and a true friend.

"In recognition of the great debt that the University and the State owe to Albert Pfaender, the Regents of the University of Minnesota do hereby resolve that this expression of their deep and lasting appreciation be spread upon the minutes of the Board and, with their heartfelt sympathy, be transmitted to those who were nearest to him."

Tennis Squad Eager to Start

While only two lettermen will be available to bulwark the University of Minnesota tennis squad for its ambitious seven-match schedule which opens April 27, Coach Phil Brain expects to have three of the best freshman prospects in many seasons on hand for the first official spring practice session, Tuesday, March 26.

The holdovers from the 1945 squad are Ed Ishii and Bob Herman. The newcomers counted on as outstanding varsity contenders are Ken Boyum, Don Gunner, and Brad Pitney, all of Minneapolis.

Gunner starred for Minneapolis West and in 1940 teamed with Fred Gulden to win the State high school doubles championship.

Boyum established a particularly outstanding record while playing for West in 1942 and '43. He was state prep singles and doubles champion both years, and was undefeated in singles competition. He ranked among the top 10 nationally in the boys' division.

Gunner and Boyum were called into service before having an opportunity to experience any college competition.

Brad Pitney stroked his way through to the state prep title last spring as a member of the Minneapolis Washburn high school squad. He is still under draft age, so is expected to be available for the entire forthcoming season.

Among other newcomers Coach Brain regards as potential varsity members are Al Tabor of Fort Valley, Georgia, and Wes Marans, former De Paul University letterman. Tabor is ranked among the first 10 Negro singles players in the United States. In the brief period early in January before the Field House courts were covered with bleachers, Tabor exhibited excellent form.

Lectures on Nutrition

"Nutrition research tomorrow" was discussed before the Illinois State Nutrition committee, Springfield, Ill., by Dr. Olaf Mickelsen, staff member of the University of Minnesota's laboratory of physiological hygiene. Dr. Mickelsen recently has played a part in the studies of starvation and reconditioning conducted under the direction of Dr. Ancel Keys.

Capt. J. A. Flynn Lost on Cruiser

Following receipt of news that Captain Joseph A. Flynn, formerly attached to the University of Minnesota's Naval ROTC, its executive officer and at one time its acting head, had lost his life when the Cruiser "Indianapolis" was torpedoed and lost near Guam, Minnesota Chats wrote to the Navy Department asking an account of Captain Flynn's life.

A lieutenant commander while at Minnesota, later promoted to commander, he was given the rank of captain posthumously, the Navy story says.

Captain Flynn was one of the most popular officers ever to be assigned to the NROTC establishment at Minnesota.

Following is the Navy's account of his life:

Captain Flynn, born in New Haven, Connecticut, December 12, 1904. He attended New Haven High School and Roxbury Preparatory School, both at New Haven, also the United States Naval Academy Preparatory School, Annapolis, Maryland, before his appointment to the U. S. Naval Academy in July, 1923. While a Midshipman he was a member of the class football and boxing teams. Graduated and commissioned as follows: Lieutenant Ensign on June 2, 1927; Lieutenant on June 2, 1930; Lieutenant, July 1, 1936; Lieutenant Commander, January 1, 1942; Commander, September 10, 1942. He was posthumously commissioned Captain, November 7, 1945, to rank from April 19, 1945.

Following graduation in June, 1927, Captain Flynn remained at the Naval Academy for duty under instruction in aviation until August of that year when he joined the U.S.S. TEXAS where he had duty as gunnery officer, engineer, aircraft observer, which involved flying, and assistant navigator. Detached from the TEXAS in June, 1931, he then served consecutively as first lieutenant and gunnery officer in the destroyers WILLIAM B. PRESTON, McCORMICK and the SOUTHEARD until March, 1934. The following month he joined the U.S.S. UTAH serving in that battleship until June, 1935.

Captain Flynn was under instruction in general line duties at the Postgraduate School, Annapolis, Maryland from June, 1935 until May, 1936, and the succeeding year had duty under instruction in the Office of Naval Intelligence, Office of the Chief of Naval Operations, Navy Department, Washington, D. C. Returning to sea, he served as first lieutenant and damage control officer in the U.S.S. ASTORIA from June, 1937 until June, 1938 when he was transferred to duty as aide and flag lieutenant on the staff of Admiral (then Rear Admiral) Royal E. Ingersoll, U.S.N., Commander, Cruiser Division 6, Scouting Force, U. S. Fleet, in the flagship, MINNEAPOLIS. Detached from that staff duty in June, 1940, he joined the U.S.S. MONAGHAN and served as executive officer of that destroyer until August, 1941. From September of that year until July, 1943, he was an instructor at the University of Minnesota, Minneapolis, Minnesota, in connection with the Naval Reserve Officers' Training Corps Unit.

In August, 1943, Captain Flynn joined the U.S.S. INDIANAPOLIS, serving first as navigator and later as executive officer of that cruiser. During his service aboard, the INDIANAPOLIS participated in the bombardment and seizure of Kiska in the summer of 1943. She then moved to the Central Pacific, and took part in operations leading to the occupation of the Gilbert Islands in November and December, 1943, thence to Tarawa to lend fire support in that invasion. She was in on the seizure of the Marshalls, Eniwetok and Kwajalein, the Marianas campaign, the First Battle of the Philippines, the bombardment of Guam, Tinian, and the seizure and occupation of Peleliu in 1944. In the early part of 1945 the INDIANAPOLIS took part in the attack on Iwo Jima, in the first air strikes on Tokyo in February, 1945, the seizure of Iwo Jima that month, and in attacks on Japanese home islands in March, 1945. While participating in the pre-invasion bombardment of Okinawa on March 31, 1945, she was heavily damaged by a Japanese Kamikaze plane. Returned to the Navy Yard, Mare Island, San Francisco, California, for repairs, she sailed from that port July 16, 1945, on a special high-speed run to Guam, carrying essential atomic bomb material. After delivering her cargo at Guam, she was announced lost in the Philippine

Gov. Thyse Names J. S. Jones, St. Paul, To Board of Regents



Regent J. S. Jones

J. Seneca Jones of 2276 Carter avenue, St. Paul, has been appointed by Gov. Thyse as a member of the board of regents of the University of Minnesota to succeed the late Albert Pfaender of New Ulm.

Mr. Jones has been secretary of Minnesota Farm Bureau federation, since February, 1923, and also secretary of the Minnesota Livestock Breeders' association.

Gov. Thyse said he appointed Mr. Jones because his agricultural work made him representative of the state, as well as of St. Paul and "his interest and work in agriculture will bring about closer relationships between the university and agricultural interests throughout Minnesota."

The new regent is a graduate of the Kansas State Agricultural college at Manhattan, Kan. He has two sons, graduates of the University of Minnesota, and three daughters, one a graduate of Minnesota, one a junior in the university and the third in grade school.

Chemists Win Naval Award Summer School Plans Told

The United States Navy department has given the Naval Ordnance Development Award to an organization of researchers who have worked during the war under Professor Bryce L. Crawford of the University of Minnesota's department of physical chemistry. More than 30 men participated in the researches between October, 1942 and last November, when the contract was transferred from the National Defense Research committee to Naval Ordnance, the work still to be done at Minnesota. Task on which the scientists worked was development of rocket propellants. It was part of a program which was at one time headed by Dr. Fred L. Hovde, formerly at Minnesota and now president of Purdue University. Announcement of the award was made in letters to Dean S. C. Lind and Dr. Crawford.

Cancer Society Names Officers

Dr. William O'Brien, director of postgraduate medical education at University of Minnesota, was re-elected president of Minnesota Cancer society at the annual board meeting.

Other officers renamed were Dr. Henry B. Clark, Jr., Dr. Arthur H. Wells, Duluth, first vice president; Cleon Headley, St. Paul, second vice president; Mrs. T. M. Olson, Elk River, commander of the cancer field army; Mrs. George W. Lawson, St. Paul, secretary, and Louis Hill, Jr., St. Paul, treasurer. Elected to the executive committee were Mrs. M. A. Hessian, Minneapolis commander of the cancer field army, and James H. Baker, executive secretary of Hennepin County Medical society.

Sea on July 30, 1945. Following the loss of that cruiser, Captain Flynn was reported missing, July 30, 1945, and later was officially declared dead as of that date.

Captain Flynn was posthumously awarded the Purple Heart Medal.

In addition to the Purple Heart, Captain Flynn is entitled to the American Defense Service Medal, Fleet Clasp, the Asiatic-Pacific Area Campaign Medal with six bronze stars, the American Area Campaign Medal, and the World War II Victory Medal.

His widow, the former Anna Gordon Wayne of Seattle, Washington, lives at 23 Buss Street, Vallejo, California.

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Schoolmen's Week Set for Mid-April

A late Easter this year throws the spring vacation of the public schools to the week of April 14-20, with the result that Schoolmen's Week, the annual, big get-together of Minnesota school people at the University of Minnesota, will be conducted over the four days, April 15-18. Plans for the activities of the week are now approximately complete, Dean Wesley E. Peik stated.

School executives, including superintendents, principals, supervisors of instruction and the like, subject groups, such as teachers of mathematics or English, and many educational organizations, among these the Minnesota Council of School Executives, will be among the units that will take part in Schoolmen's Week.

Visiting speakers for the yearly short course for superintendents and principals will be Dr. Harold Benjamin, formerly at Minnesota, now of the United States Office of Education; Dr. Paul Mort, distinguished educational authority of Ohio State University; Dr. Hollis L. Caswell of Columbia University and Dr. Paul Leonard of San Francisco State Teachers College. Sir Sarvepalli Radhakrishnan, renowned Indian philosopher, will address an evening convocation in Northrop Auditorium, April 15.

Dr. Stanford Holds New Library Post

The new post of assistant university librarian has been created at the University of Minnesota and Dr. Edward B. Stanford has been appointed to it, Librarian E. W. McDiarmid announced.

Dr. Stanford's duties will include supervision of departmental and special college libraries and the Arthur Upson room. He also will be personnel officer of the library and will work out an improved system of library personnel administration.

He has had experience in the Dartmouth and Williams College libraries and the Detroit Public Library. He holds degrees from Dartmouth and Williams and the library courses at Illinois and the University of Chicago, which granted him his Ph.D.

He has been in the army for the past two years. Mrs. Stanford is a graduate of the course in library instruction at the University of Minnesota, the former Maverette Elizabeth Ericson.

'U' Marksmen Seek Comeback

Rifle shooting which flourished as an intercollegiate competitive activity at the University of Minnesota before the war, only to be suspended following the 1942 season, will soon be back to its pre-war level, both in quality and number of participants.

This is the opinion of Captain Charles Crain of the military department at the University. Captain Crain is director of rifle marksmanship. He has been working together with Richard Schmidt of St. Paul, a letterman member of the 1942 Minnesota team, in instructing a squad of 38 students which has been practicing regularly on the firing range in the Armory.

"Lack of funds for ammunition for practice and competitive matches has hindered us somewhat in our efforts to foster more extensive participation," states Captain Crain, "but we consider the season still in progress already highly successful."

The Gopher marksmen have staged telegraphic matches with Pittsburgh, Ohio State, Chicago, Maryland, North Carolina State, Iowa, Wisconsin, Indiana, Illinois, Creighton high school, and the Northwestern Rifle club of Minneapolis. Tentative arrangements have been made for shoulder-to-shoulder matches with Creighton high and the Northwestern Rifle club later this month or early in April.

In an election held recently by the rifle squad Al Brevig of Minneapolis was elected captain for the 1946-47 season, and Dan Finney of Wadena was chosen secretary-treasurer.

The University of Minnesota rifle team was consistently one of the nation's best in the decade before the war, and won the Western Conference championship 11 consecutive times through the 1942 season.

Regents Extend Scholarships

Civil Service employees of the University of Minnesota who wish to improve themselves in their jobs or prepare for better jobs may now get regents' scholarships for work in the graduate school as well as the undergraduate colleges, Hedwin Anderson, director of civil service personnel, announced. Action was taken at the last meeting of the board of regents. Persons selected, after approval by department heads and Mr. Anderson, and acceptance by the Graduate School, will receive tuition free scholarships, renewable quarter by quarter. Work must be made to fit into the employee's office schedule. Regents scholarships in undergraduate work proved so successful that this extension was decided upon, Mr. Anderson announced.

(Continued from page 3, column 5)

be upon present problems in health, physical education and recreation in the average high school program for girls.

University high school will be in session during the first summer term, when it will operate as a summer demonstration high school. Special summer courses and workshops also will be offered in the Institute of Child Welfare.

The Institute for Spanish Studies, successfully conducted for several years in the summer session, will not be resumed this year.

Journalism Head Authors New Book

"Propaganda, Communication, and Public Opinion," co-authored by Dr. Ralph D. Casey, director of the University of Minnesota School of Journalism, Dr. Harold D. Lasswell, law professor at Yale University, and Bruce Lannes Smith, economics professor at New York University, has been issued by the Princeton University Press.

The volume contains both essays and bibliography.

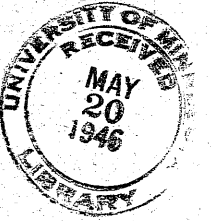
In a long essay leading the book, Dr. Casey discusses present trends in the newspaper, radio and motion picture. He considers the influences of the democratic movement, urbanization, standardization and concentration of ownership and treats both domestic and American communication overseas.

In 1935 the three authors edited "Propaganda and Promotional Activities." Both volumes contain extensive annotated bibliographies useful to students of communication and public opinion.

Martino to Ohio University

Appointment of Daniel L. Martino, head of the instrumental music department at Bradley College, Peoria, Ill., as bandmaster at Ohio University, was announced recently. Martino succeeds Prof. Curtis W. Janssen, who resigned Feb. 9 after serving as Ohio University's bandmaster for 17 years. The composer of several march and concert numbers for high school bands, Martino was acting bandmaster at the University of Minnesota from 1942 to 1945 before going to Bradley College. He is a Minnesota graduate.

MINNESOTA CHATS



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Inaugural Address by Pres. Morrill

His Remarks Climax Three Day Series of Educational Conferences

"A profession of faith" was the subject of President James Lewis Morrill's inaugural address delivered in Northrop Memorial Auditorium at 11:30 a. m., Thursday, April 25.

His address follows:
Dean Blegen, Mr. Snyder, Most Reverend Archbishop Murray, Very Reverend Bishop Aasgaard, Your Excellency the Governor, President Day, Members of the University—Distinguished Guests, and Friends:

To receive at your hands, Mr. Snyder, the "charge to office" is to signalize for me the high integrity of the institution. Your summons to responsibility I accept humbly, and with profound respect.

I am remembering, as are so many others here this morning, that your loyalty to the University has its deep roots in your own student days on this campus, nourished these many years in devoted alumnship. I am recalling your family connection, and what must have been its meaning for you, with Governor John S. Pillsbury, acclaimed "the father of the University," who was determined to save the institution and see it succeed when others had lost heart and faith. I am mindful, from brief but sufficient experience, of your exemplary service as a Regent, your uncompromising fidelity to the highest tradition of trusteeship.

Your participation in this ceremonial is a benediction upon us all.

To you and to the Regents, to those with whom I shall serve, to the people of Minnesota who make possible our service, let me pledge every element of conscience and competence at my command.

May I express also, in behalf of the University, our thanks to all who do us honor by their participation and their presence, today and in the earlier sessions of the inaugural conference. Dignity and distinction, insight and inspiration, the earnest of heartening support—all these you have been generous to bring and to give.

It is trite to say—and well understood by those accustomed to attend and to arrange academic inaugurations—that the institution is superior to the occasion; the occasion, to the individual. But colleges and universities, even the oldest and most distinguished, seek and seize upon certain occasions to make manifest a renewal of their high commitment. They pause to appraise the bench marks of progress, to summon a new outlook—remembering, with Ruskin, that "every human action gains in honour, in grace, in all true magnificence, by its regard to things that are to come."

It is the sense of "things to come" that explains our assemblages on these occasions. We seek to see ahead.

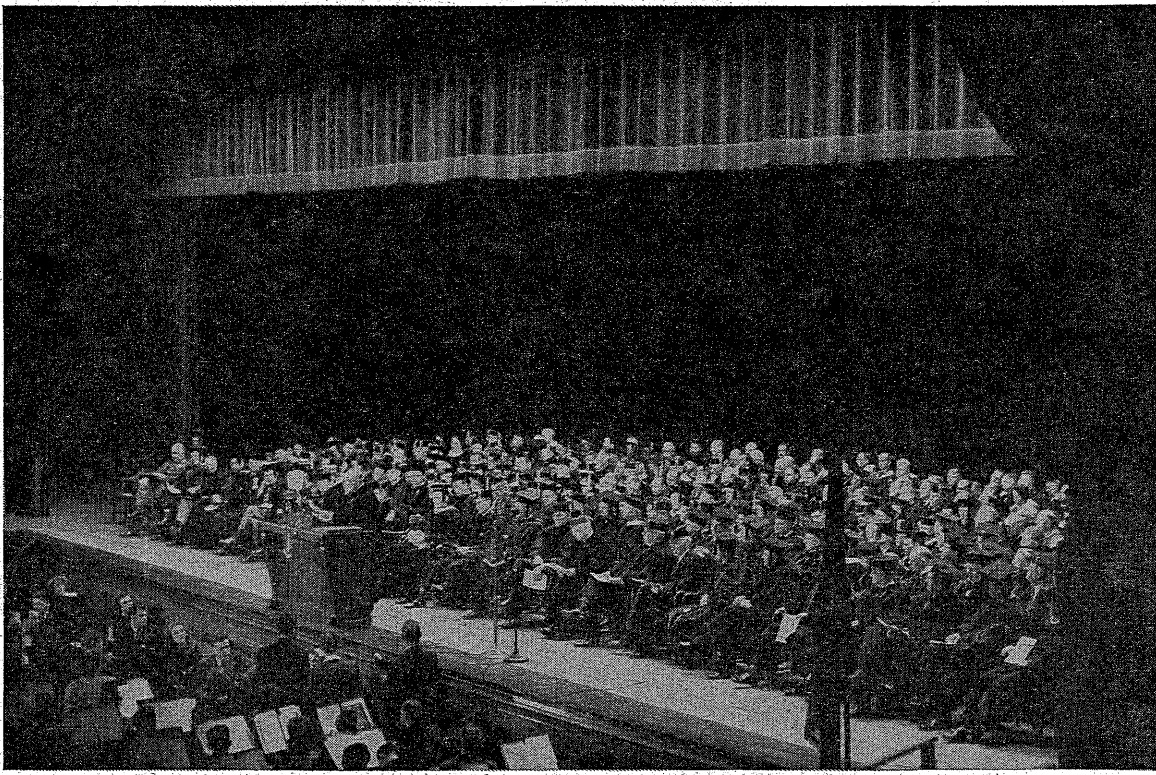
There will be no great revelation, I surmise—except as "night unto night showeth knowledge," in the Psalmist's words. Except for rare historic flashes of human insight, almost always unrecognized at the time, there is no intellectual invention to give human advance the sudden speed of war rockets. We shall march forward, I am sure, but at patient and pedestrian pace.

As a new president, assuredly I can announce no panacea. Let me profess, as my own, sure faith in a better future through the ennobling of men by deeper understanding, through "the advancement of learning and the search for truth" as it is written on this building.

Most likely we shall go forward mainly in the direction we have come; even looking back, on occasion, to keep sure and straight the line of march.

The Earl of Birkenhead, high steward of Oxford, indeed once prayed the gods for "one endowment, one precious gift: the bump of veneration." Mindful of this, I have studied the inaugural addresses of my Minnesota predecessors; and have found wisdom and pre-

Scene as Regent Fred B. Snyder Inducted President



Those who occupied the front row at the inauguration, not all recognizable in this picture, were, from left to right: Field Marshal Lord Henry Maitland Wilson, who was a guest; Vice-President William T. Middlebrook, Sen. Elmer E. Adams, a former regent; Regent Raymond J. Quinlivan, Dr. E. E. Novak, a regent; Regent Sheldon V. Wood, Regent James F. Bell, Dr. Clyde H. Bailey, dean of the Department of Agriculture, President-Emeritus Walter C. Coffey, the Very Reverend Dr. J. A. Aasgaard, President of the Norwegian Lutheran Church of America; Regent Fred B. Snyder, chairman of the board, who inducted President Morrill; Dean Wm. S. Carlson, chief marshal of the university; President James Lewis Morrill, Dean Theodore C. Blegen, chairman of the committee on inauguration, who presided at the inauguration; the Hon. Edward J. Thye, governor of the State of Minnesota; the Most Reverend John Gregory Murray, S.T.D., Archbishop of St. Paul; President Edmund Ezra Day of Cornell University, who spoke; President-Emeritus Guy Stanton Ford; the Hon. C. Elmer Anderson, lieutenant governor of Minnesota; Regent A. J. Lobb, Regent A. J. Olson, Regent George W. Lawson, Dr. F. J. Rogstad, a regent; Regent J. Secena Jones, Vice-President Malcolm M. Willey.

science appropriate to their time, and ours.

What Predecessors Said

Speaking among scenes, as he said, "as yet unused to academic displays," President William Watts Folwell, in the first University inaugural, sensed the unfinished business of his day and ours. "We find ourselves mere empirics and journeymen at handling the terrible social problems which the war, the migration of races, and the sudden growth of cities are thrusting upon us."

That slender and rather lonely pioneer faced forward. He saw a new tool with which to work: the untested opportunity of the liberal and practical education of the industrial classes provided by the Land-Grant Act. "Ours is the hopeful toil of the sower," he said. He sensed where great sources of strength then lay. "The University is not merely for the people but from the people. . . . It will become the dynamic force in the democratic life," he prophesied. This it has become.

By the time of Cyrus Northrop, beloved of Minnesota generations, the driving absorption of the University in training for what he called "the terribly competitive age" of industrial development led to a caution. In his inaugural address President Northrop deplored "practical education" if, as he said, it means "money-making" instead of "useful" and at the sacrifice of the humane. So, today there is the anxious effort to resolve the dichotomy of vocational and liberal training and to humanize education in an age which has reared from the "atomism" of specialization the Frankenstein of nuclear destruction.

A widening sense of University commitment to the social welfare found expression in President George Edgar Vincent's inaugural plea for a greater "sense of the state." He urged "a keener recognition of collective interests and purposes," of "social life with common aims."

"The state university becomes an instrument of the general purpose," he said, "a training place of social servants, a counsellor of the commonwealth, a source of knowledge and idealism." "It is this vision which must fascinate and control the men and women who are today taking up anew the responsibility for this institution," he declared.

How can we say better, or see better, the charge that still lies upon us?

We have been tracing historically the developing definition of the state university task. By the time of President Lotus Delta Coffman, the main current of this University's greatness had begun to flow. The depth and strength it was to gain by his leadership are in our minds today. Dr. Coffman saw the unique function of the state university in the larger pattern of all public education which had no more militant, more persuasive spokesman in his day.

How heartening to the members of any university the sense of greatness! How hard to appraise and define! President Coffman, in his inaugural address, sought to comprehend it. He referred to "that subtle, pervasive and irresistible force which can best be described by the term 'the institutionalness of the University.'" "Its constituent elements are the attitudes, the standards, the ideals and the traditions of the institution," he said.

It was plainly the "irresistible force" and the "ideals" rather than the "traditions" which appealed to his imagination. And it was a line of action, in concert with those responsive to his educational adventuring, which led him later to forge out of his Minnesota experience perhaps the clearest and broadest, the most realistic and most democratic definition of the American state university ever phrased. I give you his words: "Growing out of and flourishing

in the very soil of democracy, supported and maintained by all the people, committed unequivocally to a more highly trained intelligence of the masses, believing that the road to intellectual opportunity should never be closed, maintaining a wide-open door for all those who are willing to make the trial, the state universities, nevertheless, have held, in common with private universities, a high sense of obligation with regard to the necessity and importance of advancing human knowledge, of promoting research, and of training those of superior gifts for special leadership. If the presence of these two points of view in a single type of university be incompatible, then the philosophy that has animated and actuated American life from colonial days to the present time has been based upon false premises."

In that charter, surely, was the hallmark of greatness. To what new "irresistible forces" and "ideals" must the University now respond to meet Walt Whitman's challenge of the "years of the unperformed?"

To ask the question is half to answer it. The best sense of direction for our state university development will emerge, I am convinced, from our ability to identify the problems of our people—problems which our resources for training, for research, for public service can be adapted or newly procured to help solve.

The soundest formulation of new university policy will depend upon the capacity to recognize our own still unrealized potentials—and to find the means, through men and money, to transform them into power. Problems appropriate to our function, potentials into power, support to succeed—this tripartite task we undertake together.

This is no easy assignment. Somehow to see outside the system in which we find ourselves, to which we have become accustomed, which indeed we have refined to some degree of painstaking perfection, is the hardest thing in the world.

The only genuine ideas are the ideas of the shipwrecked, Ortega y Gasset has put it—and who feels safe on board and sure of his course today! Even our scientific ideas, he goes on, "are of value to the degree in which we have felt ourselves lost before a question; have seen its problematic nature; and have realized that we cannot find support in received notions,"

Ceremonies Inaugurate 8th 'U' Head

Half-Week of Events Runs Smoothly, Successfully at Every Point

WEATHER PERFECT

Final Ceremony in Northrop Auditorium Spectacular to Packed House

Complete success marked the progress of the educational conferences, luncheons, dinners and other special events that led up to the inaugurations of President J. L. Morrill at ceremonies Thursday morning, April 25, in Northrop Memorial Auditorium.

The weather was perfect for the academic procession to the inauguration, which started at Coffman Union and ended at the Auditorium. (Picture on Page 3).

During the conferences every speaker who had been scheduled appeared on the program. All meetings were well attended, but attendance grew progressively larger toward Thursday, the day for which all delegates would be present.

Between 400 and 500 marched in the academic procession as delegates and took seats on the stage. A guest of the occasion was Field Marshal Lord Henry Maitland Wilson, famous British army commander, who was in Minneapolis on a special speaking engagement. More than 80 delegates represented learned and professional societies, the remainder, colleges and universities.

"Minnesota Chats" will endeavor to print a majority of the address in either full or condensed form, as all of them merit appearance in type. Formal publication of the proceedings and addresses will undoubtedly be arranged by the inaugural committee in some form to be announced.

Herewith Minnesota Chats presents addresses at the actual inaugural session, those of Governor Edward J. Thye, the Hon. Fred B. Snyder, chairman of the Board of Regents, and President Edmund Ezra Day of Cornell University. Regent Snyder inducted President Morrill into office at the close of his address.

Governor Thye's Address

"A University of the People" was the subject of the address by the Hon. Edward J. Thye, Governor of Minnesota, who said:

The interest of all Minnesota centers upon this campus today. When the pioneer builders established the government of the territory nearly one hundred years ago, they also laid well the foundations for cultural and educational advancement. Chartered by the territorial legislature, the University of Minnesota is one such institution which from the beginning has contributed much to the progress of the state and the well-being of the people. In a real sense this university and this state have grown great together.

Inauguration of a new president provides an occasion for recognizing the contributions that have been made, but even more for considering the great opportunity which now confronts this university. In that opportunity we find a challenge not only for those charged with official responsibility, but for all who would share in the growth of this institution, and especially the citizens of Minnesota. It is my privilege, as Governor, to represent those citizens on this program today and to express in their name the pride and interest which we Minnesotans feel in our university.

The University of Minnesota has been most fortunate in the men and women who have had a part in its long and brilliant history. Were one to call a roll of those who have served here, on the faculties and in administrative positions, the list would include some of the ablest leaders in American education. The succession of able presidents, — Folwell, Northrup, Vincent, Burton, Coffman, Ford, and Coffey,—suggests the calibre of those who have served this university.

And now, President Morrill, it



President J. L. Morrill

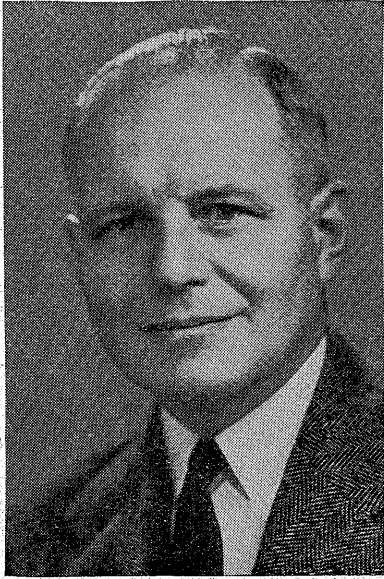
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Did Outstanding Job in Preparing for Inauguration of President



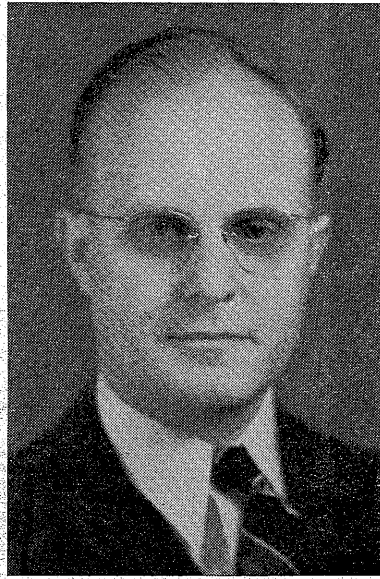
Dean Theodore Blegen



Dean Henry Schmitz



Prof. A. C. Krey



Dean T. Raymond McConnell



Dean Wesley E. Peik

Inaugural Address of Pres. Morrill

(Continued from page 1, col. 4)
in prescriptions, proverbs, mere words . . .

Education is social invention in the sense that we start new with each individual. "The hope of the future," Professor Ralph Barton Perry gives assurance, "lies in the perpetual plasticity of human nature, both original and acquired . . . The future of mankind will be decisively determined by what man makes of himself, through intelligence and institutions governed by the moral will."

Such an institution is the university.

Veteran Illustrates the Chance
The veteran of this war brings us down to cases. He illustrates our chance. For the colleges of this country, the returning veteran offers the hope and hostage of our deepest purposes.

Do we cherish liberty? His courage and sacrifice hurled back the forces racing to wipe it from the face of the earth. Who is more likely to defend it still?

Do we want the peace that victory has not yet won? Who could want it so desperately or work harder for it? Just plain law and order in the world, and the clear determination to police it through a United Nations organization more realistically regarded, and revised.

Do we seek a larger democratization of educational opportunity for American youth? The veteran represents it on our campus, under federally financed tuition and maintenance. If, in short, we would educate for a better world and a better day, what more promising prospect than the veteran who helped to make them possible, and who will be a politically powerful American means for their ultimate attainment?

Meantime, of course, the veteran is "a problem" for himself and for the schools. What college offers what he needs and ought to have, and will it accept him as a student? Where will he live, if admitted? What special adjustments can he expect? In the answers to these questions the potentials and the problems of the university emerge.

Current estimates seem to indicate that the total college enrollments of the country must be doubled to meet the post-war bulge. Neither the publicly nor the privately supported institutions have the means to carry this sudden overload. Present federal allowances for veterans' education by no means meet the full costs of housing or instruction.

Under fixed appropriations the University of Minnesota, for example, must make hard choices. It must spend funds to recruit additional staff in a highly competitive market for teachers — funds critically needed to hold good staff already here: staff in the top reaches of scholarship and research upon whose work the highest integrity and productivity of the University depend; staff, for whom as a group, no adequate salary adjustments have been possible to meet the wartime cost of living increase and the pressures of a presently inflationary prosperity.

The shortage of laboratory space and facilities, the slackening and short cuts that go with overload in teaching and counseling, the postponed re-design of courses and methods to meet not only veterans' needs but also the changed educational emphases which new times and new duties must surely

require, short-range emergency expenditure of funds needed for long-range development — these are a partial catalogue of compromise behind the scenes in the difficult process of reconversion.

At the same time, mindful of our first obligation to the veterans and citizen-taxpayers of this state, our University has aggravated the national emergency by shutting the door part way against the admission of nonresident veterans and civilian students. This reluctant but inescapable restriction must seem to many a surrender to provincialism, a disappointment of the broad and generous purposes of our people in their establishment and support of the University all these years.

The University's Leadership

For the greatness of this University, its acknowledged leadership in the whole Northwest and in the nation, have proved the vision and the common sense of the people of Minnesota. They have had the common sense to know that knowledge transcends state boundaries, the vision to see that a state university conceived only to meet the closely calculated needs of the state itself would prove too narrow in its service to meet even those needs.

The solution of world problems starts at home. Minnesotans are next citizens of the United States, then citizens of the world.

What do Americans want for themselves and for the world, in this crisis of mankind? First of all, just the chance physically to survive. But beyond that, the chance for freedom and democracy to survive and spread among the peoples of this earth.

Freedom, too, begins at home — and for those of us in universities it means academic freedom, especially: freedom to find out, to learn and to teach. In a university directly responsible to the public, let us remember, freedom must face the same limits, the same hazards that harass it within that public and in the world at large.

I can think of no American community more friendly to freedom than Minnesota. Here the winds of controversy have long been accustomed to blow. Here the sense of independent-mindedness is strong, springing from the migration of diverse and sturdy stocks. By a rugged individualism rooted in the still-remembered frontier, by a balancing sense of social responsibility carried into action, the people of Minnesota have come into an understanding, so it seems to me, of the compromises which freedom requires. For freedom is always responsible and restrained.

Academic freedom is something more. It adds the increment of disinterestedness. This seeming impartiality of university scholars and scientists is sometimes misunderstood. It is not something negative; it is, paradoxically, a burning partisanship for tested truth and the uses of truth for human advance.

The assaults of prejudice and entrenched ideas upon academic freedom can be subtle as well as overt. They can come from both the militant left and the intransigent right. Reaction from the release of war-time unity, and regimentation, will bring new threats of suppression and the urge to coerce opinion. We face that anomalous fact. The test, and best protection, of academic freedom is that it be disinterested, in the whole range of the public interest.

The public interest must be paramount. We set great store by the constitutional status of this University, the independence it thereby enjoys. But these came first from the people and we can

Top workers in the planning of President Morrill's inauguration were the five people shown above. Dean Blegen, head of the Graduate School, was general chairman. Professor Krey, history department head, has as his special function the detailed planning of the actual inauguration ceremony. Dean McConnell is the man who was responsible for persuading the remarkably fine group of speakers to participate in the educational conferences. Dean Peik headed the difficult job of the committee on invitations. Physical arrangements were skillfully handled by William L. Nunn, director of university relations, in the absence of James S. Lombard, who was ill. Miss Jane McCarthy of the University of Minnesota Press and Dr. Tracy F. Tyler produced the artistic program. Many volunteer workers from office staffs gave liberal cooperation.

presume too much upon them. Such autonomy is vital as a time-giving protection against the changing winds of partisan politics and short-sighted prejudice which sometimes blow in fitful gusts.

The Servant of the State
But the University is not superior to the state. It is the servant of the state. Its dimensions are determined by the extent of public interest and support. Its destiny as an institution "of . . . and from the people" will be the product of public understanding; understanding of its heritage in the whole tradition of universities in the Western World, far older than this nation or the state, but revitalized by the American milieu; understanding of its impartial but imperative usefulness to the individual and society, of its creative resourcefulness as "the developmental arm of the state," in the phrase of President David Kinley of Illinois.

By legislative enactment this University enjoys the power of "eminent domain." This is the right to condemn and purchase, through court process and compensation, property needful to its expanding program.

How heavy the obligation for disinterested service it lays upon us! To be both responsible and free is the difficult example this University must set.

The moral mandate to demonstrate democracy lies likewise upon us: through stronger and more responsible student government; through new techniques of consultation as between the faculty, the administration, and the Regents. The problem of academic participation in University government at the level of policy is perennial. Men and women of good will must work resolutely for its solution and for the better equilibrium of interests involved. Personality more often than principle is the handicap. Not the legal channels of authority so much as its arbitrary exercise discourages the democratic ideal.

"Institutionalism" — which is something different from the "institutionality" of which President Coffman spoke — frets and binds our efforts toward a more democratic university organization. It likewise blocks educational reform. The larger, and older, the institution the harder its handicap in this regard.

"Philosophers like other professionals and specialists get caught in the intellectual machinery they are operating," John Dewey once observed — and the remark of Henry Adams comes to mind: that "nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts."

The similarly astonishing im-

pediments of rules and regulations, course prescriptions and prescriptive prerequisites, fiscal precedents and procedures, comprise a code at length which plagues its perpetrators, constricts institutional enterprise and makes change cumbersome. Educational inertia results from the tendency to conform.

Will Create New Responses

But the genius of the American state university has been its departure from conformity, its untraditional capacity to create new responses to ever-changing needs.

"Now what is the object of a state university?" David Secombe of St. Anthony inquired, speaking in the House of Representatives at St. Paul in 1858. He gave his own prophetic answer: "The very term itself shows what it is . . . it is to encircle about one point all the wisdom and the intelligence that may be within the province of the state to encircle, and to send out and diffuse education throughout the whole state."

Thus, up in the Red River Valley, a group of 4-H club youth prepare for a state agricultural contest with the help of a University extension agent. In St. Paul the members of labor unions study workers' education in evening extension courses. In a southern Minnesota community, farm housewives counsel with a University home demonstration agent on how to improve the ideals and conditions of rural life.

The Municipal Reference Bureau on the campus has research and informational contacts with 400 Minnesota communities. At Grand Rapids there is a short course for summer resort operators and workers. In public schools widely scattered, children hear special programs broadcast from the campus. The listening and learning audience of the University radio station is estimated at 2,000,000 people, "sitting in" on convocations and even classroom lectures, hearing good music, sharing information and inspiration in many fields.

Week after week, new groups come to the Continuation Study Center on the campus to learn about atomic power and its control, accounting, housing, sanitary engineering, employment office operation, the management of cooperatives — the list of subjects is as long as the inventory of things people must understand and must do.

Here is knowledge in use, the always undeveloped potential of the University, in the adult arena of daily social and civic imperatives. Thus broadly chartered and intentioned, the University extends its outreach in the directions of need.

More nearly than Ezra Cornell could have hoped, President Day, institutions have been built in which almost "any person can find instruction in almost any study." From the engineering of a Farm Campus tractor to a study of nuclear potentials on the Main Campus; from insect extermination to the classical philosophers; from anthropology to zoology; from A to Z.

Generations of "empirics and journeymen" have labored hard and hopefully. They will still strive on, as in President Fowell's day.

Surely this University will press on for the democratic widening of educational opportunity at all levels. I am thinking of our partnership with the public schools, of the facts that 40 per cent of Minnesota youth of high school age fail to graduate from high school, and that only a third of those who graduate continue with any further formal education.

I am thinking of our own unfin-

ished experiment of the General College and its opportunity to set the more fruitful example of a new and needed and more democratic type of junior college operation.

I am remembering the responsible cooperation of the state university with the public and private junior colleges of the state, the teachers colleges, the private colleges of liberal arts. Only one in five young people in Minnesota of college age ever enters college at all. For every one who does, possessing high prospects of academic success, there is another, equally promising who does not go on with his education, too often because he cannot afford to.

In the pre-war decade, Minnesota gained population faster than the national average, but our proportionate gain in collegiate population fell far below the national upward trend.

There is no guaranty that the present state pattern of college opportunity is necessarily the best. If new institutions are needed, where and of what kind and how financed? Competitive local pride and political pressure, focused on the state treasury, can create new institutions or transform old ones with no net gain to the youth — and, indeed, to the depreciation of existing excellence in colleges both private and public.

As the largest agency and the major investment of the state in higher education, the University recognizes an obligation for educational statesmanship in concert with its colleagues. We have sought the cooperation of the State Department of Education and the other institutions of higher education, public and private, in undertaking a survey from which helpful conclusions, based upon disinterested research, may be drawn with respect to improved post-high school educational opportunity for all Minnesota youth.

Research is the highest undeveloped potential of the University upon every kind of problem. This commonplace is not widely enough understood.

Our Program of Self-Study

Twenty years ago the universities of this country took new notice of Minnesota because of this University's highly organized program of self-study. Research was the starting point: research to identify problems in the educative process itself, to assess handicaps and shortcomings, to re-define educational objectives and to test for their attainment.

In many areas, action and reorganization followed. Minnesota created new criteria for educational advance, not only here but in the whole American academic world. Can we press on with that kind of pioneering?

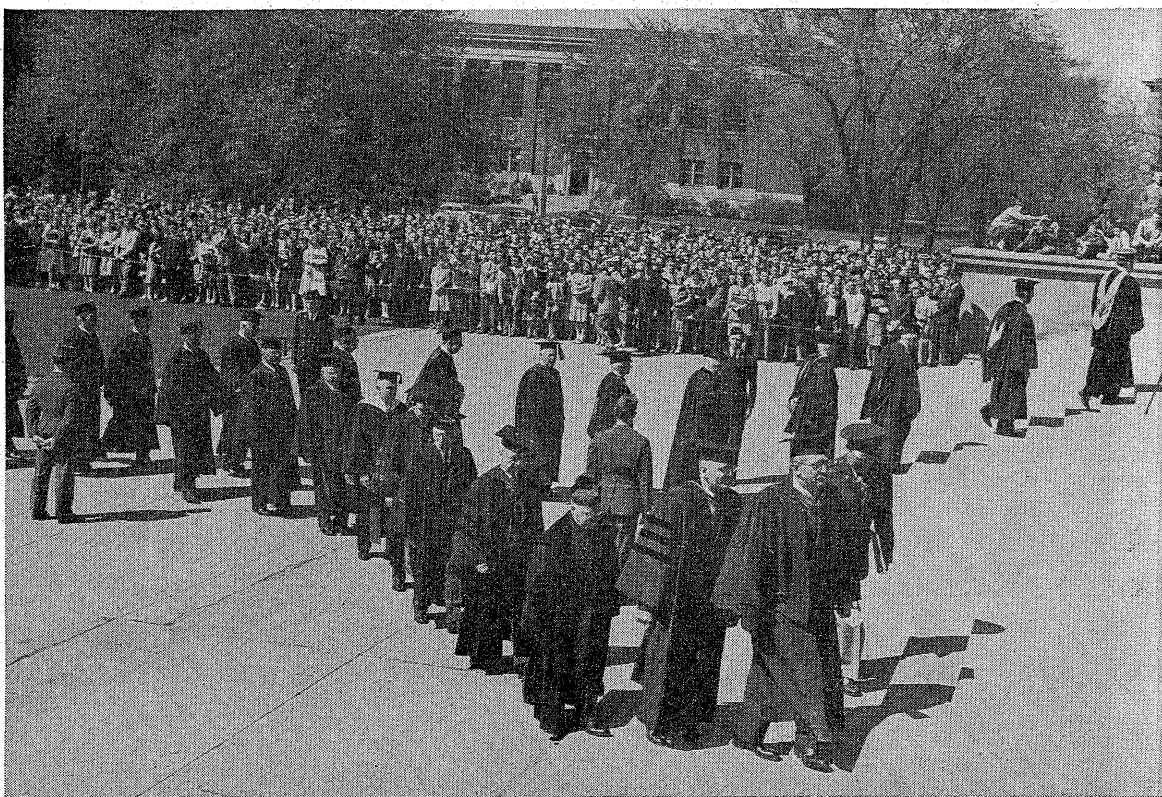
In the subject-matter disciplines, in science and in training for the professions we have gone forward, through research. Minnesota's growing nation-wide preeminence in Medicine offers an example. The training of physicians and surgeons, once the function of proprietary schools, was revitalized when transferred to the university environment under the stimulus, and corrective, of basic investigation in the medical and biological sciences. This has been true everywhere, but the alliance of this University with the distinguished achievements of the Doctors Mayo through the Mayo Foundation was epochal. It set new standards of professional training, higher demands for professional competence. These reacted to set new goals for scholarly investigation. The circle was complete and in motion.

Through research a university does lift itself by its bootstraps. Its productiveness goes up; its ma-

(Continued on page 3, col. 1)

Inaugural Address of Pres. Morrill

Inaugural Procession Enters Auditorium



educational institutions of America.

There is a trite axiom that the better the wheat, the better the flour if the processing is adequate, hence it is important that ample appropriations should be made for all forms of state supported education from the kindergarten to the University, if the graduates of the University are to be of the highest quality.

The primary problem in the administration of the University always has been the type of service a state tax supported University should render to the taxpayers whose sons and daughters are to be therein educated. Should it be patterned after the Old Colonial type of college, or be an institution with an "impersonal zeal for scholarship" or should it be a type, blending the old in the new with the stress laid on the uplift of the people as a whole, upon whose enlightenment rests our democratic form of government.

The answer may be found in the report of the Pillsbury Committee made in 1868 which said "it desired to give the old course an honorable place," and to give equal prominence to studies "calculated to fit men for the pursuits of agriculture and the various departments of the mechanic and manufacturing arts."

The University of Minnesota has always been of the composite type. President Coffman thus stated his position, "It is certain that any University which loses step with current movements, which fails to give consideration to sweeping changes that are occurring in every part of the world will soon become archaic and incompetent to educate youth for the exercise of leadership." Our new President has publicly expressed the opinion that the University should "cling with courage and resolution to the clear purpose which has made it useful and great; the purpose constantly to explore the contemporary social scene to discover new areas and activities which demand intellectual organization and creative treatment."

Let us refresh our memories on some present and future problems. Consider, if you please, the size and manifold affairs of the institution. In the fiscal year ending June 30, 1945, the total funds administered were over \$17,700,000; the value of its real and personal property was over \$43,200,000 and its endowments were over \$27,500,000; the total number of its collegiate, non-collegiate and extension students was 49,728 and the employes, academic and civil service on a full-time basis numbered 4,179.

Now come the rapid increase of students, the scarcity of competent instructors, the competition with moneyed industry for key men in the sciences; the housing problem; the lack of adequate classroom space for teaching; and the effort to plan education ample to cope with a new "One World."

James Lewis Morrill was elected to be the eighth Chancellor and Ex-Officio President of the Board of Regents by unanimous vote on December 8th, 1944, and assumed office July 1, 1945. Since then he has proven to be exactly the right man in the right place at the right time.

He is a Christian gentleman, fifty-four years of age, married, with a charming wife, one son and two daughters,—an ideal American family. He is a graduate of Ohio State University of which he became Vice-President, LLD Miami University and Ohio State University, and is experienced in newspaper work, legislative contacts and public relations. He was president of the University of Wyoming at the time of his call to Minnesota.

Speaking for the Regents, the Chairman of the Board has the honor to present to you in formal induction Doctor James Lewis Morrill as Chancellor of the University of Minnesota and Ex-Officio President of the Board of Regents and invest him with the powers and duties appertaining to those offices, being fully convinced that he will merit the esteem, support and affection of the people of the State and will with the blessing of God further advance the services of former chancellors in bringing to pass the prediction made in the report of the Special Board of Regents authorizing the opening of the University in 1869, in these words: "With man's best endeavor, and the smiles of Heaven, there shall rise here a temple of learning which shall be an honor and blessing to the people of this Commonwealth for ages to come."

Address of President Day
Speaking on "The Role of Administration in Higher Education," President Edmund Ezra Day of Cornell University said:

For everyone here involved in
(Continued on page 4, col. 1)

(Continued from page 2, col. 5)
turity and prestige are enhanced. The service of Dr. Guy Stanton Ford as dean of the Graduate School and of Dr. Walter C. Coffey as dean of the Department of Agriculture, carried on into the presidency, makes plain that a university is built also from above, not only from below.

The spirit of scholarship, long since established, is strong in this University, but new possibilities beckon. Scientific investigations to enlarge the basic agricultural economy of the state and region have been well understood, and they have been steadily supported by both the state and federal governments.

To Widen Research Relations
Research relations with the non-agricultural industry of Minnesota have not kept pace. The State Legislature has made a modest beginning, through special appropriations. Business and industry are turning increasingly to the University. "Weapon research" and other projects, carried on with distinction during the war years for the Army, Navy and other federal agencies, some of them of a fundamental nature, some in association with Minnesota firms, reveal exciting peacetime possibilities.

The older resources of agriculture, mining and forestry are still plainly susceptible of new product and new process development. But they offer not the only prospect of an expanding state economy. Present University research relations with business and industry can be better coordinated and our availability more aggressively promoted. To do this will require interior reorganization, a more sharply focussed outlook, a new sense of incentive for service to the welfare and prosperity of our people.

My point is this: the interaction of school and society, at the level of research, is a chain reaction, too—releasing endless energy cultural, social, and economic. To underwrite the productive ongoing of the University is the surest investment the people of Minnesota can make in their own future. The future of the University must be a changing one if it is to be a greater one. Research is the tested instrument of change and advance.

In an earlier address on the campus, I have expressed my conviction that this University's resourceful pioneering in "general education," so-called, is likewise a vital response to the challenge of change. The greater liberalization of our technological and professional training together with scientific student counseling and guidance which this University also has helped notably to pioneer, will be useful correctives to the specialism which is so often, and unrealistically, lamented in institutions like ours—institutions, however, which must still serve specialization in a society which becomes more and more a catalogue of complexity.

No narrowly intensive preoccupation with mere vocational utility will suffice, I am aware. It is from the liberal and social studies that the value judgments come, and the ethical conclusions which must guide action. Career-education has become, in fact, the main task of the state universities—but to start where the student is and thinks he later wants to be is no bar to taking him beyond. The humanities have endured because they have been relevant to life. To keep them so, to make them more so, is no inconsistent assignment. It is, indeed, the most urgent educational task of universities in our time!

To balance opposing forces, centrifugal and centripetal—to serve the human universe, not a random multiverse—is the problem of perspective in this crisis of mankind.

When Charles Dickens pictured the predicament of 1775 as "the spring of hope" and the "winter of despair," he described, as well, the dilemma that depresses the world today.

Education, in one sense, represents the laggard conscience of mankind, the human hope that the old dilemmas may be resolved, that a better day may dawn. Colleges and universities will not expect they can bring to pass alone the long-postponed millennium.

But they will be still the citadels of a reasoned optimism, the patient and persistent pathfinders of the future. They will not falter in their faith, as William James declared, that "the world stands really malleable, waiting to receive its final touches at our hands."

In taking up my duties, let me hope to deserve the friendship of students, the strong sanction of

the alumni, united and useful in their loyalty to the University. Let me bespeak earnestly the indispensable assistance and inspiration of the faculty and staff; the continuing generous concern of private patrons and of public officials and legislators upon whose interest and support the institution must rely; the understanding and encouragement of the constituent people of Minnesota to whom it belongs. Let me invoke, humbly, the aid of Divine Providence.

Inauguration Runs Smoothly

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is your privilege and your responsibility to carry the leadership in these challenging years that lie immediately ahead. I know of no greater responsibility that can come to any man than that of being the chancellor, or president of a great university. You are fortunate to be surrounded by devoted and distinguished associates, who will keep high the ideals of teaching, of research, and of professional skill. You have strong public support led by an able board of regents named by the legislature, assuring you the implements to do the job. You are privileged to serve a student body which is composed of eager, spirited, and responsive young men and women, and which, incidentally, is one of the largest attending any institution of higher education in the United States today. They provide the inspiration for your great task.

Certainly the responsibility this university faces is made more significant in this period of transition. We live in a new age. We face a new future. What we make of them will depend in a large measure upon the sense of awareness, the positive and creative spirit, and the skill and resourcefulness of our institutions of learning. We must look to education for leadership, for a deeper understanding of the American philosophy of government and democracy, for the answer to many human needs. If these are made stronger in our schools and colleges and universities, they will become stronger in our American life as a whole.

There was a time in the history of our country when the land itself provided the primary avenue for the expansion and development of the nation. There is no geographic frontier today, but there is an almost limitless frontier for the human spirit and human genius in the research laboratory. That field provides one of the challenges to this university. Indeed, right here on this campus some of the researches were started which led to the beginning of the new "atomic age." We must now broaden our horizons so that these scientific advances and discoveries will serve continuously to improve the lot of humanity.

If the research laboratory is to provide the outlet for the pioneering spirit in this new age, the field of human relations will furnish an ample sphere of adventure for those of a different cast of mind. We would never need to be afraid of America's future providing American youth fully understood and comprehended why America was populated by people from all the countries of the world. We must begin by understanding America, but we must go much

further in exploring America's complex needs and problems as we seek to better our common life. And, similarly, if we are to build a strong structure of enduring peace in the world, our educational centers must cultivate a forward-looking spirit, a broad understanding, and a passion for justice for all.

These factors represent a common challenge to education today. We are going to meet that challenge here in Minnesota. We are going to meet it in all those places where the vision of the American people has been expressed in educational opportunities wisely and generously provided.

There is, however, a special mission which only the University of Minnesota can fulfill. That mission is to integrate its activities, its work, and its services into the needs of the state and this whole Northwest region. Much already has been done. An outstanding example is the work of the School of Medicine and its association with the Mayo Foundation. Still broader and deeper relationships in many other fields are needed. I am not advocating a narrow local spirit in education when I stress this need. I am merely citing the peculiar mission of a state university and its obligations to the people of the region to which it owes its strength and its very existence. This university must not fail to meet with increasing vigor and resourcefulness its special obligations to the region of which it is the cultural center. It can do so without sacrificing in any way high professional, scientific, and educational standards.

With all these opportunities in mind, we realize that there are great achievements ahead for the University of Minnesota. These will not be easy years. On this campus, the problems and burdens presented by postwar demands on the university have already been shouldered by the new president. Thousands of our veterans are seeking to find here the needed preparation for useful lives. A large problem looms in providing adequately for the increasing numbers of our youth who desire and are entitled to full opportunities in education. Their needs are pressing and immediate. They present an obligation which cannot be postponed. Yet we know that solving new problems is the way of progress. I hope the time will never come when this university will be content to rest on its laurels or cease to grasp eagerly the challenge of the times. There would then be no reason to celebrate the inauguration of a new president. There would then be no inspiration and strength for a new leader in such a gathering as this.

For an ideal University of the People such as I have tried to suggest here there will be rich and ample support. The people of Minnesota have made wise provision for all levels of education in the state. They wish the University of Minnesota to develop the highest traditions of teaching. They desire science to flourish here. They expect true democracy in these halls of learning. They hope for a spirit that is constructive and wholesome in the search for truth.

Their aspirations are for a great, free, progressive university, where the teacher, the scientist, the student, and the people may establish a community of effort that will serve each group well

because it serves the common interest well.

This is an important day in the history of Minnesota. It is made so because there is a large task to be done for the people by an institution which they, themselves, have created and nurtured. It is made so because a new president with vision and courage and ability stands ready to lead the way. It is especially made so because an inauguration, in its best sense, holds so much of hope and promise for the future.

Address of the Hon. Fred B. Snyder

Mr. Chairman, Distinguished Speakers and Guests, Ladies and Gentlemen:

During the past two days eminent educators of the nation have told us about the new problems raised in the field of education by the "Urgency of One World" and have pointed out how the challenge to solve the problems may be answered through the "Potentialities of Human Intelligence."

As our University is now in a period of transition with a new Chancellor as its monitor, the words of the speakers will serve as a help to him and to the regents in the administration of its affairs.

The early years of the University were hectic. Although established in 1851 by an Act of the Territorial Legislature which provided for the election by the Board of Regents of a Chancellor who would also be Ex-Officio President of the Board, and which was subsequently embodied in the State constitution, thus creating a constitutional corporation with the name of "Regents of the University of Minnesota," the University did not function until eighteen years later.

In the interval, without funds from the legislature and with debts incurred at 12% interest rates, it struggled to erect a building which, though started, remained unfinished with all openings boarded up in charge of a caretaker who kept poultry in the basement and chopped his firewood in the hallways. In 1866 a strong effort was made, against the protest of the Regents, to devote the University building for the accommodation of the insane; and "only for the vigorous efforts of the Regents was the institution kept from becoming an asylum" for that unfortunate class. Finally the special Board of Regents named by The Legislature and headed by State Senator John S. Pillsbury, by the sale of some 12,000 acres of its endowed lands, saved the University from having its properties turned over to its creditors in payment of its debts.

In 1867, the State made its first appropriation of \$15,000 to repair the building and in September 1869, the doors of the "Old Main" were opened with a staff of nine, including William Watts Folwell as its first Chancellor-President and seventy-three students.

Since then it has grown in stature and fame under the administration of its Regents and of its seven Chancellors,—Folwell, Northrop, Vincent, Burton, Coffman, Ford and Coffey, all of whom served with honor and distinction to themselves and have, with the good will of the people, the loyal support of the faculty, and the appropriations made by the legislature, contributed in making the University one of the outstanding

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these memorable exercises; this is a day of high hopes. A new leadership assumes the presidency of one of the country's outstanding state universities. For some of us who have had the privilege of knowing the new president, it is also a day of great expectations. Thanks to the selection of this particular man, this great institution is assured of effective top administrative direction. Without such direction any institution, however great its resources and power, is almost certain to founder. With such direction, the untold potentials of the institution can be largely realized. The difference between adequate and inadequate administration in any complex human organization is very great indeed. That fact invites a line of thought which I have decided to present briefly to you on this occasion; namely, the role of administration in higher education.

Perhaps a pathological note will serve to introduce the subject. One of the most widely prevalent disorders of academic life in America these days is an antipathy toward administrative officers on the part of professional staff. This disorder is clearly of the psychosomatic type. In other words, it is not related to any particular type of organic structure; it is essentially a manifestation of functional disturbance. A certain amount of such disturbance may be considered normal, like an occasional attack of indigestion. It may reflect nothing more than a mild resentment of the power administration is bound to exercise. But, when the symptoms become either pronounced or acute, the disorder is serious business. For, as with other psychosomatic manifestations, like ulcers of the stomach, the persistence of the symptoms suggests some deep-seated and sustained internal tension. Factors of distrust, suspicion and fear are almost certain to be present. The accumulative effect of tensions of this sort may be to put the patient completely out of commission. This can happen to institutions just as it does to individuals.

Of course there are situations in which tensions of this sort are so highly personalized that only operative procedures can hope to be successful. The offending members, be they administrative or professional, have to be excised, or at least insulated. But much more frequently the tensions arise not from personalities but from failure to observe sound rules of associated action, or from ignorance of administration in academic organization. It is here that there are opportunities for sound therapeutic measures. A wider appreciation of the role of administration in our colleges and universities should help materially in reducing the disorder which we now find so widely prevalent. Hence I am led to undertake a brief enumeration of the contributions sound administration may be expected to make in a complex academic organization such as a great university.

Administration Serves Scholarship

In discussions of this important subject it is customary to note that the functions of administration in academic life are secondary in the sense that the teaching and research for which colleges and universities exist can only be carried on by the professional staff. From this point of view, administration justifies itself only as it facilitates and strengthens the work of the teachers and scholars. At bottom this is true enough, and certainly we can all admit that administration is never an end in itself but only a means to an end. Nevertheless, it can be an indispensable means. It is important for all concerned that we see clearly what administration has to contribute, what in fact must be assigned to administration if the overall purposes of academic institutions are to be realized. Let us consider briefly what some of these major responsibilities of administration are.

The most obvious and best recognized obligation of administration is to add to the institution's resources. The task of obtaining additional funds is in fact so characteristic of the role of the college and university president that he is frequently described as more of a cultured mendicant than anything else. It is safe to say that the reputation of many presidents has derived largely from their success or failure as fund-raisers.

The explanation of this is relatively simple. Here is one type of accomplishment which is almost certain to provoke general acclaim. With new funds, the president can implement new under-

New York Writer Visits University



Dr. Benjamin Fine, education editor of the New York Times and author of such well-known books as "Educational Publicity" and "Democratic Education," visited the University of Minnesota campus April 22-26 and reported the educational conferences and the inauguration ceremonies of which they were an adjunct. Fine is shown here, left, when he visited the journalism building, Murphy Hall, and called upon the director of the School of Journalism, Dr. Ralph D. Casey, right. The distinguished writer had many good things to say of the University of Minnesota after his stay here.

takings and gain fresh support for his overall program. A million dollars of new money can quiet a lot of carping criticism of any administration. It is altogether natural that any college or university administration should turn its attention increasingly to the problem of finding additional support for the work of the institution, since the administration's ability to give effect to its own constructive planning may depend largely upon the possibility of finding new financial resources.

In short, there is no line of administrative activity which is from many points of view as safe as that of the vigorous solicitation of new money, whether such money comes from private or public sources. The fact remains that there is an inherent danger in administrative absorption in this type of undertaking. For in efforts to obtain additional funds important concessions may have to be made with respect to the fundamental purposes of the institution. Moreover, serious distortions may come into the allocation of administration's total energy and drive. There is, in my opinion, a definite connection between the lack of educational leadership in American academic life and the common involvement of administration in all-out fund-raising activities.

Concerned With Public Relations

Another major responsibility of academic administration has to do with the institution's public relations. In a very real sense, the president is custodian of the reputation and prestige of the institution he heads. This means that he must be constantly concerned with the public's reception of the institution's activities. Professors and students alike have their ways of complicating these public relationships. Of course it is not difficult to make the work of many scholars and scientists contribute directly and substantially to the prestige of the institution's work. But professors enjoy an extraordinary independence which they do not hesitate to exercise on a wide variety of occasions. Carl Becker used to describe the professor as "a man who thinks otherwise." Professors certainly are likely to do this not only in their own fields of specialization but in areas which lie outside their special competence. It is no small task to keep the professor appropriately interpreted to the public. College students similarly can embarrass the public relations of the institutions they attend. It can be said in general that college students get a bad press. Their serious undertakings get little attention; their foibles and frivolities make news. It is no small part of the responsibility of administration in American academic life to give the public a real understanding of what the professors and students are really engaged in doing, and the very high values that lie in the program of education and research in which they are essentially engaged. The public relations of our colleges and universities really need much more attention than they have had. This is a responsibility which lodges clearly in the hands of administration.

A third important assignment of administration has to do with the task of mediation within the institution. A college or university is made up of many disparate elements; trustees, faculty, administrative staff, students, alumni. It is divulging no secret to say that

professors frequently need to be interpreted to trustees, and trustees to professors. The importance of the teacher needs to be explained to the man largely engaged in research, and vice versa. The scientists and humanists do not always understand one another. There is thus a widespread need of effecting a larger measure of understanding and appreciation among these different groups, and headway along these lines is not likely to be made except as administration exerts an effective leadership.

Coordinates Total Program

This work of internal mediation looks toward important responsibility of administration, namely, the effective coordination of the wide variety of interests and activities which constitute the total program of the institution. In many respects the different subdivisions of a great university are in competition with one another. By very nature, the different subdivisions are made up of specialists who naturally see the work of the institution primarily in terms of their own particular set of undertakings. It is altogether appropriate that these specialists think somewhat obsessively about their own special interests. They cannot be expected to be adept in compromise or reciprocal adjustment. It is a special function of administration to see that all of these activities are appropriately interlocked so as to give maximum effectiveness to the total operation. This has the effect of throwing academic administration very considerably into the field of personnel management. One of the largest responsibilities of administration is to maintain morale throughout the organization at the same time that the drives of various parts of the organization are kept under the restraints necessary if complete coordination is effected.

Another inescapable obligation of administration is to provide for innovations of one sort or another. From time to time new departments have to be created, new schools and colleges constituted. Generally speaking, the impulses which lead to these innovations do not come from the professional staff. Quite naturally the organization as it stands is likely to view with skepticism any major additions to program which may set up competition for available funds. It is fair to say that by and large academic organization is resistant to change. It is only as administration deals vigorously with new opportunities that wise additions to the undertakings of the University will be initiated if and when they should be.

Finally, it is the task of administration to identify and express the general philosophy for which the institution stands. It is not likely that any college or university shall have achieved an outstanding position except as it has maintained a tradition and kept faith with a set of important ideals. But characteristically, neither tradition nor ideals have been clearly formulated. They tend to remain somewhat inarticulate. Colleges and universities must recognize fundamental purposes. They must have a sense of order and direction. In these days of universal confusion it is of paramount importance that our institutions of higher learning make more clearly evident the fundamental purposes to which they

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propose to devote the resources of which they are possessed. It is not enough for them to stand simply for the spread of knowledge. They must stand for a definite moral and spiritual commitment. There is no responsibility of administration quite so important as that of rallying the forces of colleges and universities to a clear enunciation of fundamental social philosophy. The president, as head of the administration, must stand as the chief spokesman of this philosophy once it has been clearly formulated.

"It's a Big Contract"

I am sure I have said enough to make it clear that the contract assumed by the head of a great institution such as the University of Minnesota is one of huge proportions. If administration is only a means to an end, it is none the less of supreme importance. Commensurate with the responsibilities which administration cannot avoid must be authority and power necessary to the effective discharge of the responsibilities of office. This authority and power must provide for the exercise of necessary discrimination. If excellence is to be rewarded, procedures cannot be left to popular balloting. Administration cannot possibly contribute what it must to academic life if it is viewed with distrust or suspicion, and its powers subjected to unwarranted checks and curbs.

If these ideas are accepted, the qualities requisite in the administrator are exacting indeed. He must be a man of wise and far-seeing vision who can keep successfully in mind the purposes for which the institution stands and the practical means of their attainment. He must be a man of unflinching fairness of judgment. He must be capable of magnanimity in the face of unwarranted criticism or opposition. He must establish a record of justice in all his dealings. He cannot possibly succeed if he is lacking in courage and fortitude. He must be willing to take chances and to take the consequences of his action. He will not last long if he fails to maintain an inner calm, a sort of administrative serenity in the face of stresses and strains of high office.

It is not surprising that the job of college and university president has been described from time to time as an impossible one. Certainly in many ways it makes demands which cannot be entirely fulfilled. Nevertheless, we have our truly great college and university presidents, men who to an extraordinary degree establish the kind of leadership their institutions need. I am myself confident the University of Minnesota has found such a man in James Lewis Morrill. It is without reservation that I congratulate the University upon his election and he upon the extraordinary opportunities which lie ahead for him. May I, in closing, extend both to the University and to him my confident and very heartiest best wishes.

Blakeys Publish on Taxes

Dr. and Mrs. Roy G. Blakey, whose "Taxation in Minnesota" and other studies in the tax field are well known, are authors of a new work, "Sales Taxes and Other Excises." The book is published by Public Administration Service, Chicago. Dr. Blakey is professor of economics in the School of Business Administration, University of Minnesota, and Gladys Blakey is his wife.

A special committee has been appointed at the University of Minnesota to survey classroom space available in view of the rapid increase in attendance that has become apparent. On top of increases in the regular civilian attendance, the veterans are increasing steadily the need for classroom space. Meanwhile, it is seen that new construction will be no solution for several years, as no plans can be laid until the next legislature acts, and construction will have to be accomplished after that. The university is, therefore, turning to a fuller and more efficient use of its present facilities for the time being.

Bach Festival Due This Week

The May Bach festival, sponsored each year at the University of Minnesota by Professor Donald N. Ferguson, will be conducted May 14, 15 and 17 in Northrop Memorial Auditorium, starting each evening at 8:30 p.m. Tickets covering the three concerts will be fifty cents.

Prof. Ferguson's first program will include the Magnificat in D and the Kyrie and Gloria from the Mass in B Minor.

Wednesday's program will be an organ recital by Prof. Arthur Jennings, university organist.

The Friday program will present the Brandenburg Concerto, No. 4, for solo violin, two flutes and strings. Also, the Credo, Sanctus and Agnus Dei from the Mass in B Minor will be sung.

Among the musicians taking part will be Rene Ratou, Julia Denecke, Louis Carlini, Katharine Hennig, Agnes Rast Snyder, J. Herbert Swanson, Hollis Johnson, Eunice Hokanson, Elizabeth Hiatt, Phyllis Stranger, Ian Morton and Oliver Mogck.

Prof. Ferguson will conduct.

Minn. Teacher To Help Accredited In Journalism

Dr. Ralph O. Nafziger, professor of journalism at the University of Minnesota, has been named as one of four educator members of a seven-man committee which will establish standards for the accrediting of the nation's journalism schools.

The accrediting program is sponsored by the American Council on Education for Journalism, composed of representatives of educators, publishers and editors. Dr. Ralph D. Casey, director of the Minnesota School of Journalism, is a member of the council.

Nafziger was chosen at the annual convention of the American Association of Schools and Departments of Journalism, held January 24-26 at Columbus, Ohio.

Mitchell V. Charnley, professor of journalism at Minnesota, was continued as a member of the Council on Radio Journalism. Nafziger also reported as chairman of the National Council on Research in Journalism.

Also attending from Minnesota were Dr. Edwin Emery, lecturer, and Charles E. Rogers, former teaching assistant, who presented a study of the accrediting plan as chairman of the association's National Council on Education for Journalism.

Convention speakers included Dr. Casey and J. Russell Wiggins, former editor of the St. Paul Pioneer Press and Dispatch, who addressed the principal dinner meeting.

Must Revise Estimates

The University of Minnesota and all other educational institutions in the country will have to raise their sights on all estimates of the number of veterans of World War II who will be entering educational institutions, national educational authorities have informed officers of the university. Specific numbers that will enter any one institution must be estimated, but two factors are at work. Continuance of the draft for the time being at least, is increasing the total number of those who eventually will be eligible under the G.I. bill and Rehabilitation program; also the percentages of those eligible who express an intention of going to college is steadily rising. The overall figure of veterans has been raised once from 14,000,000 to 16,000,000 and some now believe it will reach 18,000,000.

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Greetings From Faculty And Alumni

William Anderson and Raymond B. Allen Speak at Pre-inaugural Dinner

Among the many interesting talks made at the pre-inaugural dinner in honor of President J. L. Morrill the evening of April 24 in the main ballroom of Coffman Memorial Union were those of the representatives of the faculty and of the alumni body. The former was Professor William Anderson, head of the department of political science for many years. The alumni were represented by Raymond B. Allen, executive dean of the Chicago colleges of the University of Illinois (Medicine, Dentistry, Pharmacy) and president-elect of the University of Washington.

The addresses follow:

Dr. William Anderson's Address

The faculty men and women for whom I have the honor to speak this evening, are a numerous body of able and conscientious persons, devoted to the welfare of the University, the state, and the nation. As I have known every President of the University so I have known uncounted members of the faculty since I entered the University as a timid and humble freshman student a number of years ago. With all this experience and knowledge of my colleagues I am still able truthfully to say that for me there could not be a finer and more considerate group of men and women in this world with whom to live and work. I feel, too, President Morrill, that the longer you are with them, the more you will come to feel about them as I do.

Having said this much I hasten to add that it is nonetheless impossible for me to put into words all the hopes and wishes for you and for the University of the many individuals and departments that make up this faculty. Men have an infinite capacity for differing among themselves, and in no group will you find this capacity more pronounced than in a University faculty. A professor, according to a continental proverb, is "a man who thinks otherwise." Despite its humorous twist, which every professor's wife so well appreciates, I view that proverb as containing the highest of praise. The professor at his best is man thinking, man urgently seeking knowledge, not content with the platitudes and the half truths that so often pass for knowledge.

"God offers to every mind its choice between truth and repose," says Emerson, "Take which you please,—you can never have both. He in whom the love of repose predominates will accept the first creed, the first philosophy, the first political party he meets,—most likely his father's."

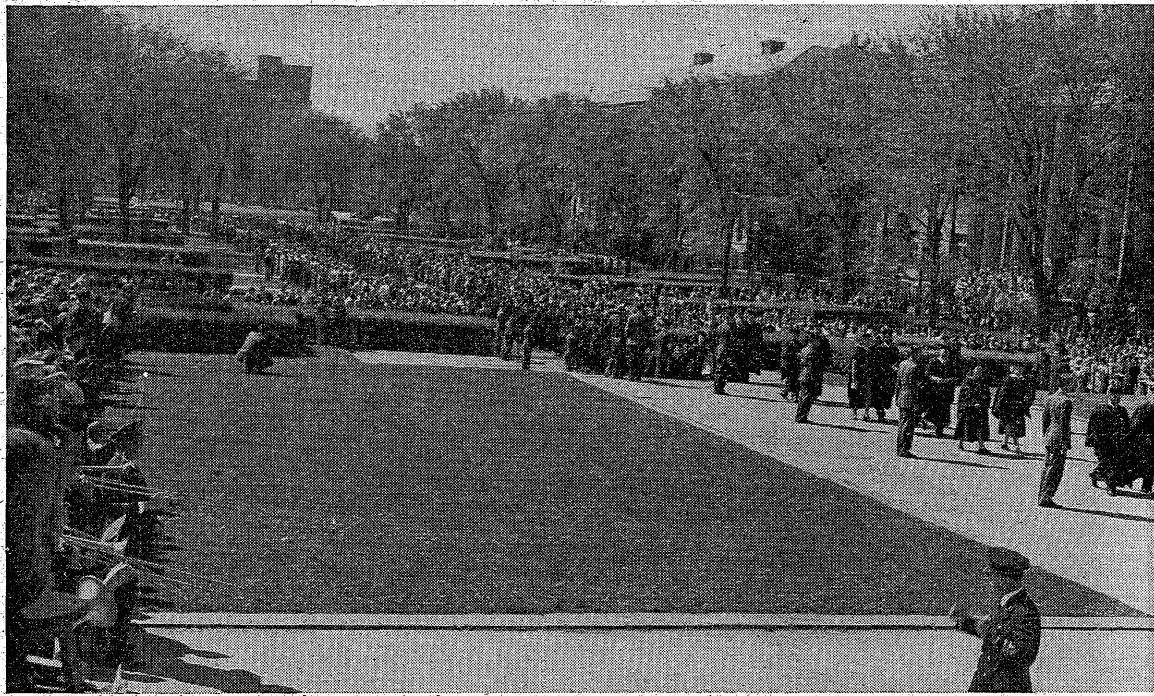
Your true professor has not chosen repose. He holds with Pascal that "The whole dignity of man lies in thought." Thought is "his whole dignity and his whole merit; his whole duty is to think as he ought." Such I take it is the urge in the Professor that lies behind his research and behind his desire to find truth and to transmit it to others.

But thinking, teaching men are also disturbing men. They give little repose to others. In your few months at Minnesota, President Morrill, you have already sensed something of the spirit of this faculty, yes and of its student body and its other employees, too. You know the freedom and candor and urgency with which every issue of truth, and policy, and administration is here discussed. The fact that a plan is proposed by high authority, or even enacted by the legislature, does not put a stop to discussion. Laws and officially established policies are loyally supported but the debate and the search for something better still go on.

Test Is "Is It True?"

In the democracy of science we do not ask the rank or the title of him who puts forward a proposition. Truth may come equally well from the highest and from the most humble. The final test of a proposition is not who said it but

Inaugural Procession Moves Up Center of Mall



Graduation At 'U' Set For June 14

Approximately 1,000 Will Get Diplomas at Night Exercises

SERMON JUNE 9

Alumni Day, with Old Grads Back to Be on Thursday

As the regular college year draws to a close, plans for the University of Minnesota's annual June Commencement ceremonies were announced.

About 1,000 students will receive diplomas starting at 8:15 p.m. Friday, June 14, during the traditional open-air exercises in Memorial Stadium. In case of rain the commencement will be transferred to Northrop Memorial Auditorium on a restricted attendance basis for which two tickets each will be distributed to graduates in advance.

The annual baccalaureate sermon will be delivered the preceding Sunday, June 9, at 11 a. m. in Northrop Memorial Auditorium. The speaker will be the Rev. William Shattuck Abernathy, a graduate of the University of Minnesota in the Class of 1896. His return to the campus will be on the 50th anniversary of his graduation. He formerly was pastor of Calvary church, Washington, D.C.

Alumni Day will be Thursday, June 13, the day before commencement, and the annual alumni dinner in Coffman Memorial Union will be served at 6 p.m. that evening. Many classes will hold reunions, many of them at Thursday noon luncheons. In accordance with custom, the classes central to the festivities will be those out of college 25 years and 50 years, namely, the classes of 1921 and 1896. The Ninety-sixers will hold a reunion dinner the preceding evening, Wednesday, in the Curtis Hotel.

As has been customary for a number of years, the Minnesota Alumnae Club, composed of women graduates, will entertain all in attendance who have been out of college for 50 years or more at a luncheon Thursday noon.

E. B. Pierce, secretary of the General Alumni association, will have general oversight of the Alumni Day affairs.

President J. L. Morrill is expected to address the dinner.

Big Summer Session Seen

The big enrollment of veterans at the University of Minnesota may raise this year's summer session attendance to second place among American universities, summer session officials foresaw as its opening approached. Columbia University has for many years conducted the largest among summer sessions.

Most of the 8,000 veterans who are in college are expected to remain during the summer terms, both because they are eager to complete their studies and because they receive their federal aid only while actually attending. The latter circumstance make attendance practically compulsory for most of these students.

First term registration will come on Monday and Tuesday, June 17 and 18, three days after the June commencement. The term will run through July 27th. Second summer session registration will be on July 29, Monday.

Careers Offered in School of Mines Outlined by Dean Thomas L. Joseph

Student Publication, Tech-No-Log Present Picture of Technical Departments

Four careers for which the School of Mines in the University of Minnesota offers training have been described by Prof. Thomas L. Joseph, assistant dean of that school, in an article in The Tech-No-Log, student publication of the Institute of Technology. The issue, an excellent one, also provides interesting descriptions of the work offered in the other main divisions of the institute.

Dean Joseph wrote:

The safety, comfort, and convenience of American life, with comparative freedom from drudgery and with time for leisure is the result of our vast industrial growth. We recognize human life as the source of all values and have gone further than any country in the world in producing power driven machines which do our drudgery and a thousand other things utterly impossible without them. To supply these machines and the incidental comforts of life has required a constantly expanding application of science by engineers working with raw materials, largely of mineral origin. At the height of the Civil War, for example, the annual production of steel per capita was less than one-half pound compared with 1,326 pounds in 1943.

Comforts provided by use of coal, oil, iron, and steel and other metals as productive forces will not be given up readily. The demands upon our mineral resources and for the services of engineers and technologists to utilize them will likely increase rather than decrease. Mineral resources are, however, wasting assets; the faster we grow, the faster we liquidate them.

Marked depletion of some minerals and virtual exhaustion of others, as a result of two world wars within a quarter century, will necessitate greater ingenuity in the future if we are to find the basis for continued world industrial leadership. Whether we continue to benefit to the fullest extent from efficient utilization of our irreplaceable minerals, will de-

Capt. Holt Heads NROTC

Capt. Walter C. Holt, USN, has been assigned as professor of naval science and tactics of the Naval ROTC at the University of Minnesota and has taken over his duties as head of that unit. He has seen duty as commanding officer of the aircraft carrier, Salerno Bay, and as fleet aviation officer on the staff of the commander in chief, U. S. Atlantic Fleet. Comm. Hylan B. Lyon will remain executive officer. He has been acting head pending Capt. Holt's arrival.

pend upon the foresight, leadership, and skill which education and research can develop.

Four Fields of Study

The School of Mines and Metallurgy trains men to participate in four fields of the mineral industries: geology, mining, petroleum, and metallurgy. Each field offers several lines of specialization. The economic geologist, for example, studies the origin and occurrence of metallic minerals such as iron, manganese, nickel, copper, lead, zinc, tin, aluminum, magnesium, gold and silver, as well as non-metals such as clay, limestone, asbestos, sulphur, and mineral fertilizers. He advises mining companies on the location, size, quality and value of surface and underground deposits.

A serious depletion of mineral reserves of most mining companies is stimulating more aggressive programs of exploration and development. Geologists are needed to supervise the mapping and prospecting of mineral deposits, so that reserves can be estimated as to quality and quantity.

Petroleum geology offers another field of specialization and deals with the discovery and exploration of oil and gas. Easily recognized "pools" have been discovered so that more scientific training will be required to find the obscure types of oil field upon which we must rely in the future. Realizing this situation, oil companies are enlarging their geological staffs and appropriating more money for exploration.

As in other fields, applied geology needs the stimulation and the sound foundation of research and instruction.

Mining Engineering

The mining engineer must be consulted early in the development of mineral deposits because he must determine if and how they are to be developed and the type of equipment necessary to move and transport the ore to processing plants. Upon his judgment rests the efficiency and financial success of the operation. Science, machines, men and money are applied in the profitable extraction of minerals from the earth.

Although a large part of the states' reserves of "direct shipping" iron ore is classed as underground ore, most of the current production is by open pit operations. The number of underground operations have declined from 80 in 1920 to 16 in 1944. From 1935 to 1943 the cost of labor per ton of underground ore increased from 77.4 cents to \$1.35 or about 74 per cent. The extension and improvements of mechanized methods to reduce labor costs, and a reduction in the cost of timber to support underground workings are promising means of reducing the cost of underground mining. Adjustments in ore prices, transportation and taxes also appear necessary before the bulk of

University Votes Pay Rise To Everyone

Faced with mounting losses of faculty and staff due to salary competition from industry and other educational institutions the Board of Regents of the University of Minnesota has voted an "across the board" increase to both its teaching and its civil service staffs. The increases will be effective July 1, at the start of the next fiscal year.

In summary the board's action, announced by President J. L. Morrill, was as follows: Members of the teaching staff except teaching assistants will receive a 10 percent increase on any salary up to \$3,000, plus five percent on salary beyond \$3,000 subject to a maximum increase of \$400. Teaching assistants are increased from \$155 to \$175 per month.

Civil service employees (non-academic) in general, will be advanced during the coming year one increment in each class beyond the normal increases. The additional increment will amount to from \$6 to \$14 per month according to the individual's classification.

These increases, which are in addition to individual increases that have been given or promised, will add about \$365,000 to the general university budget, exclusive of payments to certain types of workers paid out of special funds.

Dr. Morrill's statement in announcing the rise said in part: "Our objective was to do everything possible to assist the civil service and teaching staff members in meeting the increasing cost of living to the maximum extent possible under the financial limitations of the university. It seemed to us desirable university policy to put all available funds not otherwise allocated, including those derived from the Veterans Administration and from increased student enrollment, into salary increases rather than into new enterprises or staff expansion beyond the minimum required to handle increased enrollment."

our underground ore can be mined at a profit.

Machines are replacing hand labor in all mining operations, thus creating a need for men familiar with the fundamentals of mining and with proper background to become specialists in the various phases of mechanized mining. Mining at greater depths and the handling of several tons of low grade ore in place of one ton of high grade ore is creating problems and opportunities for technically trained young men. The profession is not crowded because normally only about 250 men graduate each year from all the schools in the country. For the past few years only a fraction of this number of young men have entered the profession.

Metals are destined to hold a

prominent place in our highly mechanized industrial life because they are strong, tough, readily shaped and are good conductors of heat and electricity. No other materials, available at comparable costs, exhibit such a wide range of desirable engineering properties. In the processing, treating, and fabrication of metals and alloys, employment opportunities are afforded to young men of widely varying skills and attainments.

Despite the aid of nature in concentrating many valuable minerals, most deposits available today are mixtures of minerals; some valuable others worthless. Metallurgists and mining engineers share the field of mineral dressing in which differences in density,

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Greetings From Faculty And Alumni

Continued from page 1, column 1
is it true? Does it stand up under analysis and scrutiny?

Similarly in matters of policy we employ the tests of reasonableness and justice. In the long run only that which is just and reasonable should prevail; and no man, and no class of men, has a monopoly of justice and reason. In the conduct of democratic communities and institutions it is essential for us to keep in mind that the general welfare of a group is compounded of the well-being of all its individual members and all those whom it serves. Every man, every woman, every child, is an individual, a person, who is an end in himself, and has a life of his own to lead. This is true of President and professor, of student, clerk, and janitor. Even while he serves the institution, and the welfare of others, as he should, his own rights and dignity as a person can never be forgotten. And so along with its educational tasks every university has heavy responsibilities for human welfare within its own walls. Institutions have a way of swallowing up and obscuring the identity of the individuals of which they are composed, of getting credit that should go largely to the individuals, of becoming rigid and unfeeling in their ways. This tendency is increased as institutions become larger and must be more thoroughly regulated. It is a tendency against which all responsible persons must constantly struggle. It must be recognized that in the classroom, in the laboratory, in the administration, and in the care of grounds and buildings, it is the individual who truly counts.

Increasingly Just Rules

This beloved University of ours has made great strides in meeting its many problems of human welfare. You yourself, President Morrill, have already made helpful moves and suggestions to this end. With your aid the University has developed a sensitive conscience and a set of rules and procedures that grow increasingly just. In this we may take great pride. Partly, at least, this progress has been due to a broadening program of consultation with all groups in all matters that concern their welfare. Progress in these lines will be maintained only as we keep open the channels for free discussion of policies, and refuse to let our policies and practices become rigid and unchangeable. Democracy means, among other things, freedom to discuss and to disagree. Such freedom within its faculty and staff is itself a badge of merit for any University, and a source of institutional loyalty, life and strength.

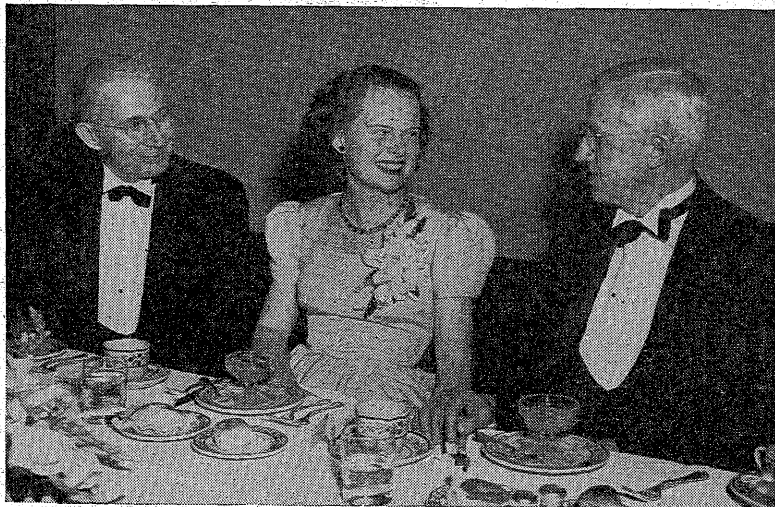
Conceding all this, President Morrill, I seem to see another responsibility resting upon you and upon us. We are passing through a period of internal changes in policies and organization that make increasing provision for the welfare of the individuals who constitute the staff. Now we of the staff need to begin again to challenge ourselves, and to be challenged by you, not to forget our larger responsibilities, our duties to the University, to the state, and to the whole world of science, and scholarship, and humanity. Let us never forget our total institutional responsibility. Challenge us to do our best, and lead us, Mr. President, and you will find that we will not fail.

Loyalty Is Unquestioned

I can assure you, Mr. President, that the living loyalty of this staff and this faculty to the University and its purposes has never been questioned, and I believe it never will be. This is a thinking faculty, a hard-working faculty, a progressive faculty. Most of its members, if not all of them, appreciate the great opportunity they have as members of this fine institution. Already within the memory of living men this University has raised the banner of higher education from the barest frontier beginnings, until today the University of Minnesota is one of the great universities of the nation and of the world. As universities go in this world we of Minnesota, as Emerson said concerning American civilization, are only "at the cock-crowing and the morning star." How high we shall rise and how much we shall achieve, as our morning ripens into noon, depends upon us and upon those who have faith in us.

President Morrill, you are our new President and leader. Even more, you are now one of us. We welcome you most warmly into our University family, and we extend to you and to Mrs. Morrill

Group at Pre-Inaugural Dinner



Left to right, Dr. Conrad Elvehjem of the University of Wisconsin; Miss Gerry Stoner, president of Associated Women Students, speaker for the student body, and Dr. William Anderson, head of the Department of Political Science, speaker for the faculty at the dinner. Dr. Elvehjem spoke for the Association of Land Grant Colleges and Universities.

our best wishes for health, happiness, and success. Your opportunity for service here is almost unlimited, but you too have a right to recognition for your achievements and to the private pursuit of happiness that we will try to respect and to defend. Together we can achieve great things for this, our splendid University, and in the big things, the things that really matter, Mr. President, together we will stand and together we will go forward!

Address by
Dean Raymond B. Allen

To officially greet our new leader and President, Lou Morrill, on behalf of the University of Minnesota's alumni is indeed a privilege and great honor. This I do, sir, with the greatest of pleasure and with a lively anticipation of the progress the University will most surely achieve under your able administration.

As you well know, thousands upon thousands of alumni of this great University have scattered to the far corners of the earth during the epic times of this century. But, wherever we find ourselves, it is always with undisguised pride that we say that we come from Minnesota. This pride of ours has grown with the years; it has grown with the reputation of Bernie Bierman's Golden Gophers; even more, it has grown with the distinction our Alma Mater has achieved in every branch of learning and human affairs. The Minnesota spirit, out of which this pride is born, is perhaps best characterized by the boldness, even the audacity, of her experimental approach to the unsolved problems of education, science and of all life and living. Here in Minneapolis and Rochester, sir, is a University that is in truth universal, for there is nothing which touches upon the good life of the people of this great state, this nation, indeed this world that is foreign to her interests and her enthusiasm.

Just a few days ago a friend from Ohio remarked to me that Lou Morrill's vision of several years ago in organizing an inter-college and university council for the State of Ohio is today paying rich dividends in providing educational facilities for veterans on a statewide basis. My privilege in knowing you and your record of achievement led me to the earnest conviction that this is one of these great and rare moments when the right man and the right job have been joined.

Must Plan Boldly

Our thinking and planning for democracy must be bold and dynamic, drawing not only upon the talents of individuals, but also upon the social discipline of the group. At times, unfortunately, our system falters. We have great difficulty in distributing evenly the goods and services that our expanding technology pours forth in ever greater abundance. Our social process lacks stability which, perhaps, is but a sign of growth and change. But, when our system becomes so unstable that it upsets our relations with our neighbors and when we lack the self-discipline and social controls to resolve our differences rationally and peaceably, then, just to this extent, has education failed at one of its primary tasks.

College graduates generally fail to take an interest in legislation, state or federal, even when it intimately affects their own fields of business or professional activity, according to an interesting study coming out of this University. If training for leadership is a major function of a university, as we have always maintained, then we are failing in our purpose when

Past Presidents Receive Degrees At Inauguration

Two Who Served in Past Decade Honored by 'U' Faculties

The two living presidents—emeriti of the University of Minnesota, Guy Stanton Ford and Walter Castella Coffey, were awarded honorary degrees in a colorful incident during the inauguration ceremonies of President Morrill Thursday, April 25, in Northrop Memorial Auditorium. Honorary degrees are voted by the faculties.

Dr. Ford was given the degree, Doctor of Humane Letters; Dr. Coffey, that of Doctor of Science. Citations presenting the former presidents for their degrees were read, respectively, by Theodore C.

we do not provide an education which develops in the individual a social and political consciousness to the same degree that we train him for proficiency in professional and vocational skills. If this is true, may it not also be that here is a significant reason for disharmony between government, that is, social controls within the framework of law, and the citizen who still believes that "that government is best which governs least?" Are our schools, at all levels, sufficiently conscious of their obligation to educate for responsible citizenship? This, I believe, is the most important question educators must face if our Republic is to survive in the critical days ahead.

But there is a larger question, one that concerns every American, whether he is a college man or not. It is—what has happened to our greatest national asset, the native American spirit, the selfless, Christian spirit that founded this great nation, that unified and preserved it from internal division, that industrialized a continent and that, twice in this century, joined with and led the peace-loving peoples of the earth in conquering tyranny and preserving our right to live as free men? To live for what? For the good life of all men everywhere? Or for the giddy life of getting and spending in which human values are overwhelmed and smothered by the petty value of material things? If the latter is our answer to a starved and war-torn world, if we demand an island of selfish American plenty within a world of want, then we are a dying nation with no hope of realizing our true inheritance of greatness. We are left, it seems to me, with only one choice; we must elect to bring the machine under social control; we must decide that economics should be made to serve the good life for everyone rather than merely that of a favored few; we must recognize that it takes a man, not a comptometer, to understand a man.

Time is short and apparently getting rapidly shorter. Universities, such as our own under the vigorous leadership of our new President, will join hands with enlightened men everywhere, in the church, in business and industry and labor, in the professions and in statecraft, to strive for the realization of our native American spirit and for greatness in the "brave new world" in which we live.

Please accept, sir, my word of greeting and all good wishes which I have the honor to extend on behalf of the alumni of the University of Minnesota.

Blegen, dean of the Graduate School, and H. Clyde Bailey, dean of the Department of Agriculture. They were as follows:

Citation of Guy Stanton Ford

Mr. President: Through a span of nearly thirty years Guy Stanton Ford wove himself into the fabric of this university as professor of history, dean of the graduate school, president, resourceful champion of scholarship and university ideals, trusted counselor and friend.

Revisiting this familiar campus and reviewing its institutions and wide-ranging enterprises, including the university library, the Mayo Foundation, the University Press, and university research in all its diversity, Mr. Ford might justly echo the phrase of Aeneas: "Et quorum pars magna fui."

His creative educational statesmanship, his humane spirit, the very man himself, are indeed a great part, a living part, of the University he loved and served.

Yet we must not forget that his campus was wider than university and state. It reached out to nation and world.

It reached out through his books—*Dictatorship in the Modern World*, *On and Off the Campus*, *Science and Civilization*, and many another. It reached out by means of his voice, incisive and fearless, in support of good causes and forward-looking action everywhere. It reached out through his patriotic service to America in two world wars. And it reached out also in educational services to the children of America, to college students everywhere, to educational and professional leaders and organizations, and to the American public.

Today, a pioneer as always of intellectual frontiers, humane in interest and philosophy, by the magic of his spirit growing younger with the passing years, Mr. Ford leads the historical profession in America and edits its national journal from a pilot house in the national capital to which he went after relinquishing the wheel in the pilot house of this university.

His eminence and distinction in humane letters are everywhere recognized. He has long been, in actual fact, both doctor and practitioner in that generous art. We propose that today this university shall confirm officially a recognized actuality.

Therefore, Mr. President, on behalf of the faculties of the University of Minnesota I have the honor to present Guy Stanton Ford for the degree Doctor of Humane Letters, honoris causa.

Citation of Walter Castella Coffey
Mr. President, I have the very profound and gratifying honor to present to you and to this audience: Walter Castella Coffey.

Walter Coffey is a native son of Indiana, but by adoption he has become a distinguished and beloved son of Minnesota. His undergraduate training and his graduate work, leading to the Master of Science degree, were taken at the University of Illinois, which institution, sensing the rare qualities of leadership and the depth of his professional and scholarly interests, appointed him a member of the faculty. He served with distinction, and when fifteen years later, the University of Minnesota was confronted with the difficult task of filling the deanship of the Department of Agriculture, it was to Professor Coffey of Illinois that they turned.

In 1921 he came to our campus as Dean and Director of the Department of Agriculture. The influence of his thorough mastery of his chosen realm of study, as well as his broad appreciation of the many problems of the wide-ranging field of agriculture in general, were soon felt throughout this state, and it was apparent that a vital and effective leadership was developing. This was manifested not only on the campus, but in every community of the state. His capacity for service was boundless: as chairman of committees and organizations concerned with technical and scientific agriculture, with colleagues on the University staff in the promotion of University welfare; with civic groups who turned to him, knowing that they would receive sound and constructive advice; with representatives of his church, to which he gave devoted service; with students, whose friendship he never was too busy to enjoy.

When the University, in 1941, named him to the presidency, it was a choice around which the institution and the state-wide community could confidently rally. Then came the war, and during those difficult, tortuous, and abnormal years he provided for the University a stabilizing leadership, which enabled the institution to undertake and carry to distinguished completion many complex

School of Mines Offers Careers

Continued from page 1, column 5

magnetic properties, or susceptibility to filming action, as in flotation, afford a basis for rejecting worthless material. Filming of copper sulphide particles in such a way that air bubbles become attached and float them to the surface, permits the separation of as little as 0.8 of one per cent copper at a profit. Much of our copper is now obtained from material formerly regarded as waste rock.

The ultimate mineral wealth of Minnesota will depend to a marked degree upon the methods for treating our vast deposits of taconite which contain several times as much worthless silica as can be tolerated in acceptable ore. Mineral preparation must be expanded in almost every field to provide an adequate supply of metals as well as non-metallic minerals used as fluxes, refractories, and fertilizers.

The Mines Experiment Station, established at the University in 1911, has contributed much iron mining in Minnesota by testing minerals from within the state, by providing scientific advice on iron ore concentration to all interested companies and by conducting forward looking programs of research.

Metallurgical control and more adequate testing and inspection from raw materials to finished products opens up a variety of special fields to the young man with adequate fundamental training. Fabricators of metals, which includes almost every producer of equipment, are beginning to realize that the selection of the proper alloys for a particular service requires a trained metallurgist. From the structure visible through the microscope, the trained metallographer can predict the engineering properties of alloys with surprising accuracy.

Jet propulsion and the gas turbine, treated as little more than a scientific curiosity a decade ago, require alloys with high strength and resistance to fatigue and to corrosion at temperatures up to 1350° F. The fine balance of alloying elements necessary to achieve better properties at still higher temperatures, is a new challenge to metallurgists.

Petroleum—Engineering

Once the "trap" in which oil has been collecting for thousands of years is located, drilling is undertaken. The so-called "traps" consist of alternate layers of porous and non-porous rock usually tilted upward. The oil rises through water and collects at the top of impervious capping, where it is held under the pressure of water and gas. The first and comparatively shallow oil wells were drilled with ordinary well drilling equipment. However, to drill wells which may be several miles deep, in such a way as to withstand high pressures, requires special equipment and skill. The "gushers" of 20 or 30 years ago were wasteful because the rate of flow was too rapid to permit the oil to move through the porous strata to the well opening. The oil is not in pools but in the pores of a solid appearing rock. As much as 75 per cent of the oil was formerly left in the ground. This wasteful practice has been abandoned and natural forces are now controlled so as to get a high ultimate recovery and a maximum amount of oil to the surface before pumping is necessary.

In addition to understanding the technique of the industry such as the drilling of wells, production methods and the refining of crude oil, the petroleum engineer must understand the general principles of physics, chemistry, and mechanics and have a good background in geology.

Puerto Rican Sends Regards

Congratulations on his appointment as president of the University of Minnesota have been received by Dr. J. L. Morrill from Senor Jaime Benitez, chancellor of the University of Puerto Rico.

and intricate programs of training and research. Every problem was met with maturity and soundness of judgment, and with the perspective that comes with deep understanding of human problems. At no point did he falter, and the University continued its progress even when beset by the problems that war inevitably engenders.

In recognition of these qualities and contributions, to the University and to the people of this state, the Regents of the University, on recommendation of the faculties, have noted that there should be conferred upon Walter Castella Coffey the degree of Doctor of Science, honoris causa.

Nation Challenges University

Dr. Conant, Harvard President, Finds Self on Side of the "Challenged"

One of the distinguished addresses given at educational conferences connected with the inauguration of Dr. J. L. Morrill as president of the University of Minnesota was that by President James Bryant Conant of Harvard University. He spoke at the afternoon session on Wednesday, April 24. President Conant had been assigned the subject, "The Nation Challenges the University."

He said:
 May I first of all say how pleased I am to be one of the participants in these ceremonies. Unfortunately, I am not able to be on hand tomorrow at the formal inauguration of President Morrill, so I take this opportunity of presenting my greetings on behalf of the University I represent, and add to them my personal good wishes.

Sometimes the news of the inauguration of a college president produces certain uneasy feelings in my mind. I wonder if the new man knows what he is getting in for,—whether he is prepared for life in a goldfish bowl, whether he is ready for that tightrope juggling act which the administrator - politician - educator must daily perform in most of our academic centers. But on this occasion we can all relax and enjoy the spectacle of a hardened sinner voluntarily turning over the same old leaf. President Morrill has been a university president (and a highly successful one at that); he undertakes the responsibility of the leadership of one of the great universities of the country, and we can offer sincerest congratulations all around without misgivings.

Now, my festive mood is somewhat tempered when I contemplate the task which has been assigned me by your committee. "The Nation Challenges the University"—that is the title of my address. When I read it I could hardly believe my eyes. I telegraphed for confirmation; I received it. Apparently I am under orders from the faculty of the University of Minnesota to speak for the nation and challenge the university. And even on another campus, what college president can fail to follow the directions of a faculty group? But I want to make it plain that I act the presumptuous role of spokesman for the nation only under duress. In compensation, perhaps I shall be forgiven if I carry on a colloquy with myself and venture to respond on behalf of the American university to my own challenge.

A university is a more or less self-governing community of scholars concerned with the advancement of learning, professional education, and such other teaching duties as society may prescribe. This definition, I venture to suggest, sums up with considerable accuracy a thousand years of academic history. It will perhaps do as a starting point for the discussion between the nation and the university.

Very well, what place have such communities of scholars in the United States in the second half of the twentieth century, the nation asks. How can we be sure these communities have not outlived their usefulness? They cost a great deal of money, and we are told they will cost a great deal more. Before committing ourselves to such vast expenditures, let us probe deeply into the problem of their continuation. Perhaps it would be better for the country if they were abolished, or at least allowed to die of slow starvation. As the moderator I may remark parenthetically that if the spokesman for the nation asked any such simple questions, the country would need a new attorney; for it would be clear that he was quite ignorant of the realities of life. Universities and colleges are deeply entrenched in various communities and strongly protected by certain groups, some here, some there. Deep loyalties, local and filial, surround many of them. The real problem is not whether they should be continued but rather the way in which each one should continue to evolve. But to carry out the spirit of challenge, let me assume the nation to be not in a cautious realistic frame of mind but in an idealistic and iconoclastic mood! The nation therefore asks a series of questions before passing a verdict on the future of the universities:

Question 1: The Universities by definition are concerned with

Honors Go to Two 'U' Deans

Special honors have recently been awarded to two University of Minnesota deans. Dean Theodore C. Blegen, authority on Norwegian immigration to America, has been elected to membership in the historical-philosophical section of the Norwegian Academy of Science. Dean William S. Carlson, head of the department of admissions and records, has been informed that he will receive the legion of merit from the war department. He served as an expert on arctic matters as an officer in the Army Air Forces, being inactivated as a colonel.

professional education and such other teaching duties as society may from time to time prescribe. As to this matter of education, is it related to the future needs of the country, or is it merely determined by convention and tradition? In short, are our academic centers infested with dry rot? This is an old and perennial question. Replying to an attack on the traditionalism of the curriculum of Oxford at the time of the Puritan Rebellion in the seventeenth century, one of the dons declared that "though we do very much honor Aristotle for his profound judgment and universal learning, yet are we so far from being tied up to his opinions that persons of all conditions amongst us take liberty to dissent from him and to declare against him according as any contrary evidence doth engage them, being ready to follow the banner of truth by whomsoever it shall be lifted up." In not dissimilar words, the university replies today: "To follow the banner of truth by whomsoever it shall be lifted up," may well serve as a brief epitome of the ideal which determines our course of action. The history of the American university in the last fifty years hardly warrants a charge of undue regard for orthodoxy or a static intellectual life. But the challenge should be repeated every generation.

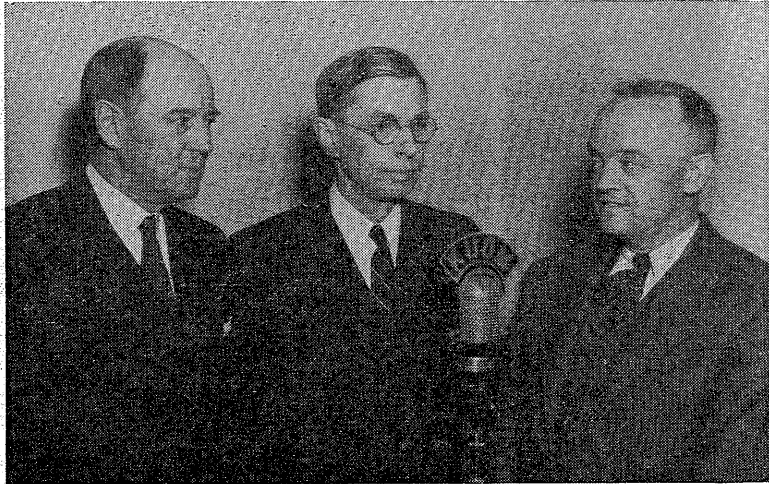
Are They Fadists

The second question from the nation is the converse of the first. Granted you are acquitted of the charge of traditionalism, have you gone to the other extreme and become a prey to every new fad and notion? It is all very well to talk about following the banner of truth by whomsoever it may be lifted up; but how can we be sure that inside the academic walls you are not marching around in circles, following any gaudily colored flag that some ignorant enthusiast may be wildly waving? In some such set of questions one begins to hear the voice of modern critics. The university must first submit that when one leaves the field of accumulative knowledge—that is, those fields of inquiry where sane men agree that progress has been steadily made for many hundred years—the question, what is truth, is in itself often the central issue. Indeed, when we discuss the application of our certain knowledge to practical affairs, truth takes on a nebulous air. This is so even in such exact matters as organic chemistry and nuclear physics, as the history of the rubber program and our present discussion of atomic bombs well illustrate. To be candid, I think the defending attorney for the university must reply: Yes, we have plenty of notions which history will write off as quite beside the mark. We have others that our descendants will proclaim as the first dawn of new truths. Frankly, we do not know which is which. And if you will study your history you will see that this is inherent in the nature of man's use of his rational faculties. When universities are anything but quiet asylums for the conformists who wish to sleep in peace, they are noisy forums of debate. The process of deriving truth requires this. What we claim is an honest attempt to carry on such debates in the interests of sifting fact from fancy, fake notions from lasting truths. Furthermore, we desire that these undertakings be relevant to the times. We are not concerned with chasing verbal butterflies. The caliber of men who make up these communities of scholars testifies that we are not charlatans peddling quack remedies. We call our professors to the stand as character witnesses to prove the sincerity of what we propose to do.

Who Become Scholars?

At this point then, clearly the nation raises a still more basic challenge, namely, What manner of men are you adding each year to the community of scholars? What methods of selection do you employ, and what criteria of admission? You claim they are both

Figured in U. of M. Inaugural



Left to right are shown Louis S. Headley of St. Paul and President James B. Conant of Harvard University, speakers, and Malcolm M. Willey, vice-president for academic administration of the University of Minnesota.

competent and honest? How do we know they are not primarily self-seeking adventurers courting publicity and a following? To which the universities must reply: Now you are on the target. The quality of our staffs is the key to our future. We are aware of that. We are far from satisfied with the result, but we do our best. As compared with most other walks of life, we believe it fair to say that there is less corruption and favoritism in university appointments than elsewhere. It was not always so and will not continue so unless the nation wishes. In other times and other places university positions have been sinecures, handed out either by academic cliques or governments, or sovereigns, or organized religion. Here in the United States we have many different methods of organizing our self-governing community of scholars, and providing checks upon their self-perpetuation. In every case the public is represented in one way or another through a board of regents, or fellows, or trustees. Sometimes these custodians derive their power from a charter and are self-perpetuating; sometimes they are elected by the state; sometimes, appointed by the governor. The funds they have at their control may be privately contributed or raised by state or municipal taxation. But in each case the trustees or these funds also have a general concern for the government of the community of scholars and have a responsibility for the selection of new appointees. This responsibility must be discharged with wisdom and a self-effacing sense of trusteeship or the spirit of a system which should be based on merit is poisoned at the source.

By and large, we submit, university appointments in the United States are made honestly, sincerely, and with good results. In part this has been due, no doubt, to the growth of professionalism, which to be sure has its evil side. The formation of national societies of scholars with like interests has stimulated the pride of each man not only in his own work but in

Last of Sibley Relatives Dies

The last immediate member of Minnesota's famous Sibley family, Alfred Brush Sibley, 79 years old, died January 19, at his home in Boston, Mass.

Mr. Sibley was born and raised in St. Paul. About 55 years ago he married Miss Annie Thompson of Quincy, Ill., and moved to Helena, Montana where they resided until moving to Boston some 15 years ago.

Mr. Sibley was the youngest son of General Henry Hastings Sibley, first governor of the State of Minnesota. General Sibley was born in Detroit, Mich., Feb. 20, 1811. He became a partner in the American fur company, and in 1834, during one of his trips, reached the mouth of the Minnesota River. The next year he built there, at Mendota, the first stone house in what is now the State of Minnesota, and lived in it until he moved to St. Paul in 1862. When Wisconsin was admitted into the Union, its western boundary was fixed at the St. Croix River, leaving the area west to the Mississippi River without a government. Mr. Sibley was chosen to represent this district in Congress, and secured the passage of an act creating the Territory of Minnesota.

In just a few more years, 1949, Minnesota will celebrate the 100th anniversary of the founding of that territory in the wilderness, which was destined to become one of the greatest states in the Union.

that of the institution of which he is a part. This professional pride in our faculties has to no small degree prevented favoritism and politics from influencing new appointments. A man's colleagues are good judges of his capacity as a scholar, his integrity as an individual, and his effectiveness as a teacher. What is needed in each university are methods by which this judgment may be brought to bear on new appointments without fear or prejudice, and without being corrupted by the desire to be kind, considerate and charitable to one's friends and former students. The self-governing community of scholars is also more or less self-perpetuating, but a system of checks and balances can be provided in various ways. We must admit that this is a point in which eternal vigilance is the price of high distinction; no part of a university's organization is more important than the arrangements for insuring effective appointments at each and every level.

Very well, the nation may reply, at least all we can do is wait and see whether your defense is indeed correct. Let's pass on to another subject. Are your scholars concerned with relevant problems both as investigators, as thinkers, and as teachers; or are they engaged in the academic equivalent of stamp collecting? Are your professional groups anything more than self-satisfied and complacent men praising each other's efforts, viewed as a sort of intellectual game?

Are Researches Relevant?

Again we must admit a fair question and one that must be asked every generation. Nor can we claim that we are totally free from error as matters stand today. We should point out to the nation, however, two important facts: first, the history of the advancement of learning in the last three hundred years proves beyond doubt or question that many of the labors of scholars who were concerned with useless knowledge have turned out to be most practical in point of fact. This matter has been given such wide publicity in regard to the physical and biological sciences that it is hardly necessary to do more than refer to a long list of books and documents which could be provided as exhibits on behalf of the defendant.

The other fact is that to the extent our scholars are concerned with immediate social, economic, and political problems, their work is certainly relevant. You in the name of the nation must applaud this fact. But, let us remind you, some people in the country right at this point begin to be most querulous about the activities of these communities of scholars. Now the nation cannot have it both ways. Either your universities can be surrounded by high walls or they can be closely connected with the marketplace. If the latter, some among you will resent much of what you hear. For we live in a period of rapid change, a technically, politically, and socially revolutionary age. And no one can possibly be wise enough to foresee the future with accuracy and clearness. Every intelligent man must have strong opinions, but no intelligent man can be certain as to where heresy and folly start. Therefore, if one wishes our scholars to study the immediate problems of the day and apply their skill and knowledge to the solution of these problems, there is bound to be controversy not only within the university, but without. Therefore, we beg you, do not hide us at one and the same time with living in an ivory tower and with being dangerous subversive characters! Short of advocating or planning

There's Art In Your Town "U" Man Assures

That every Minnesota community has in it some worthwhile art if the residents will only take the trouble to seek it out and recognize it is the thesis of Professor Laurence Schmeckebier of the University of Minnesota, whose pamphlet, "Art in Red Wing," is another in the series of studies of that more or less typical Minnesota community financed by the Graduate School of the University. The booklet is the sixth in a series entitled "The community basis for postwar planning."

"The works of art may be any of several things," says Dr. Schmeckebier. "They may be private residences, or business buildings. They may be bridges or other public works. They may be paintings or decorations in a home or the interior architecture of a clinic or other professional office."

Many items of true artistic worth in one's own town are destroyed in the reconstruction or remodeling of buildings, says this writer, who advises that when an artistic structure must be remodeled, the original artistic idea be adhered to. Preferable to grafting a new and conflicting type on an old would be tearing the structure down and building a new one.

"Art must have conviction," said Schmeckebier. "A war statue should be either 'for' war or 'against' war. That was one of the troubles with our civil war statues. Too much of the artist's energy was spent on mere decoration. The message of the piece was non-committal."

Small communities often produce good artists, but seldom support them, or are even able to do so, with the result that they leave and do their work in some more populous center, the Red Wing study points out. Its author expresses a hope that more and more such artists will find support in their own communities, either by industrial or private employers or purchasers of their work.

the overthrow of government by force or aiding a foreign power in action against the country, no citizen can be charged with treason. Similarly, no honest scholarly inquiry or proposal can be considered hostile to fundamental principles of our society if it seeks the truth about man or nature or advocates action within the wide framework of a democracy committed to the ideals of equality of opportunity and social justice. In thus restating the fundamental doctrine of academic freedom, the university's spokesman must rejoice that so rarely is this argument required. By and large, society in the United States has been most tolerant of the wide diversity of opinions expressed within academic halls. I believe I do no violation to realities, therefore, when in this debate I have the nation accept the university's brief with satisfaction.

The challenging continues. Let us take up this question of the other teaching duties which society from time to time demands of the university. What does the United States require today, the nation asks, and are you meeting that demand honestly and fairly; or, perhaps, are you stimulating a false demand and trying to do in universities many things that could be done better elsewhere? A well-known weakness of this country is toward undue expansion; perhaps artificial booms have affected even our centers of learning. What is your reply? Here I believe the university must submit the plea of nolo contendere and agree to undertake a period of soul-searching. But the matter is highly complex. An analysis will show, I believe, that among our great variety of universities in this country some are placed in localities where conditions require them to carry on educational tasks which would be improper for others to undertake. But unwise imitations often follow. By and large, it seems to me, and I am speaking from the university side of my mouth and not as a spokesman for the nation, that education as far as possible should be given locally. This is the great reason, of course, for the development of our two-year colleges beyond high school, whatever name you care to give them. And with that type of education we are not concerned today because the nation is challenging not our educational system, but the university.

Problems Expansion Brings

Now as I see the matter, it so happens that some of our strongest universities are located in large urban centers; and in these cases, whether the universities were publicly supported or privately entered

Dr. Conant States Nation's Challenge to University

Continued from page 3, column 5

dowed, a great expansion of the student body took place in the 20th century. As a consequence, the local requirement for general education has become entangled with a wider need for various types of professional education. There has been at times and places an unfortunate tendency to dignify certain vocations by requiring university connections and prolong unduly the period of formal education. The nation might well challenge the universities and colleges of the country to keep the boy or girl for the minimum amount of time necessary for a general and occupational education; and ask whether education is not being unduly prolonged in the interests not of the student but of the colleges. The spokesman for the nation may suspect that sometimes those responsible for the growth of a university have been so anxious to increase their enrollment that the welfare of the community has not been considered as impartially as might be. Numbers generally mean more money, either from tuition or from donors or from the taxpayer, or sometimes all three. Surely if the sin of pride be the great sin which scholars as individuals must contend with, so the sin of complacent overexpansion is the besetting one of a modern American community of scholars. We thank the nation, therefore, for raising this question and promise to keep a careful check on our own tendencies toward corruption along these lines.

However, the university can not let the challenge pass without a counter accusation. Let us admit the frailty of human nature as represented by the universities in their desire for expansion, power, and glory, but let us ask the nation in turn if it thinks as clearly as it should about education. Particularly we ask, do the majority of parents look at the education of their own children with an understanding and critical eye and due regard for national welfare? Only in matters connected with organized sport does the average American think clearly and realistically about the relation of innate ability to further training. Countless parents condemn schools, colleges and universities because their offspring are not being transformed into doctors and lawyers of great promise; but very few condemn the athletic director and his coaches because a son fails to develop into an All-American football player; and fewer still expect the college to make even an average athlete out of a frail and badly coordinated youth. At this point the spokesman for the nation must hold up his hands and admit the validity of the countercharge. I only hope he can persuade the more than one hundred million he represents to do some hard thinking along these lines.

Is Talent Being Found?

But he in turn will come back at the universities and ask this question. Are you finding all the talent in the country that you should? What are you doing to make sure that for professional education, which is your major charge, you are really recruiting from all ranks of society, from all income groups, from all geographical areas the very best the nation has to offer? Here again we will have to put in a qualified plea: We are doing a great deal, we should do more, but we require action by the nation. Again we shall have to counter-charge by accusing the country of failure to think clearly on this point. We in the universities are believers in equality of opportunity as a national ideal, and this means to us equality of educational opportunity. We are anxious to approach more nearly to the ideal and we ask the taxpayer's assistance to that end. We realize, however, that there is a fundamental conflict between a general desire to give all children in a community an equal chance, and a special desire of each parent to do the best he can for his own offspring. Even in Russia today, where we are told equality of opportunity for children is more nearly a fact than elsewhere, there must be the same conflict at work. How far are the leaders of the Communist party, the managers of the large factories, the successful Soviet generals, willing to forego special advantages for their children?

Wherever the institution of the family is still a powerful force, surely inequality of opportunity is automatically, though often unconsciously, a basic principle of the nation. More favored parents endeavor to obtain even greater favors for their children. If the nation and the universities will admit these basic facts, then we can proceed more realistically in

our endeavors to make our universities function more satisfactorily as agents of a free society concerned with advanced education.

Either the spokesman for the nation or the speaker for the university could amplify these charges and counter-charges by quoting from the discussion about veterans' education. They refrain from doing so lest they be misunderstood. They both join in the hope, I feel sure, that the combination of the good sense of the returning veterans and the guidance provided by the faculties and administrative officers in each college and university will result in the students', by and large, obtaining the education which is really suited to their desires and their talents. It would be a great tragedy if any large proportion of our veterans stayed in academic institutions any longer than the minimum time necessary to provide them with the background for their subsequent careers.

A Caution Against "Too Many"

Finally the nation repeats the basic challenge in a different form: Are you in the universities defining your educational tasks realistically and clearly? Are you advising prospective students both as to your potentialities and your limitations? To this the university responds: No one is prepared to advocate a system where everyone is to go to a college or a university for four years. By and large, the four-year institutions have specialized assignments; too many university graduates would produce an unhealthy national situation. Therefore we know we must diversify our advanced education and democratize it fully. But the nation will have to put a great deal of effort along two lines. The first of these is through the public school system at every level to spread the idea of the dignity of all occupations, the equality in social terms of a great variety of methods of earning a living. The false snobbery of those walks of life which are entered through a university must be reduced as far as possible. (One could write a chapter on how the reverse process has been going on in this century with more and more vocations becoming socially more acceptable because of their receiving higher and higher academic standing. But it is time we stopped all that.) As to this academic snobbery, institutions differ. In some the recognition of the parity of many different types of honest labor has proceeded rather far; in others, while the elite has been extended far beyond the old idea that only the church, bar, or medicine were careers for a gentleman, nevertheless, the newer professions are perhaps unduly proud of their academic standing.

The second line of national endeavor must surely be the improvement of educational guidance. Any impartial observer will admit that we have already made real progress. Within a generation we may be able to move farther still. The solution of the problem of fitting the educational opportunity to the youth may be solved in many instances. No one who is familiar with what has been accomplished in this century in the whole field of testing can fail to be impressed with the tools which are now available for educational guidance as compared to what was at hand fifty years ago. To be sure, there are extremists who jeopardize the gains; but there are fanatical branches of all new movements. By and large, the increase in understanding of the learning process and the development of ways of testing by psychologists have given an educational system based on the principle of the equality of opportunity a much more hopeful chance of working out the social problems of the country than could have been imagined in 1900.

Note of Extreme Optimism

Therefore, I venture to conclude this colloquy between the nation and the universities on a note of extreme optimism. Let the nation challenge the university as often as possible. Let the university always be ready to answer these challenges openly and without taking offense, however curt the questions or however deep into the heart of its traditions the inquiry may go. Universities when healthy are far from being static institutions. They can not be abolished except under the most extreme form of totalitarianism, and it is unlikely that they will be starved to death in the United States in the remaining years of this century. The real choice, therefore, is rather how best the universities will be able to do their part in developing the potentialities of that new instrument of democracy invented by Ameri-

can society, namely, universal education. All too few outside of the public school system are sufficiently aware of the revolutionary implications of the expansion of public education in the United States in the last three generations. The expansion is nearly complete in outline: perfecting and using this new instrument are the tasks of the present day. The impact of the change on the traditional community of scholars has been tremendous, and not always welcome. But the adjustments are being made. We in the universities have no intention of being limited by the traditional framework, nor should we be willing to let uninformed opinion force us to expand unwisely.

We desire to minimize the social implications of university attendance, yet to have the doors to professional training freely open to those who can profit most from this training. We are part of the vast structure of public education, it is profitless to debate whether we are more or less important than other parts. That we have a specialized assignment is as clear as can be. If we do this well and honestly without creating false social values or allowing ourselves to be intimidated, we need fear no challenge from the nation.

Prof. F. Klaeber Sends Message

A University of Minnesota professor who retired fifteen years ago after serving the institution for 38 years and who then returned to the land of his birth, Germany, to spend his old age, has been heard from for the first time in four years. He is Prof. Frederick Klaeber, who at the time of his retirement was considered the world authority on the "Beowulf" story.

His letter asked that the university make arrangements for the renewal of payments due him under the Carnegie Foundation's teacher retirement provisions; money which he had been receiving through the university from the time he retired.

"When war broke out between the United States and Germany," he wrote, "my old age (he is 82) and enfeebled health rendered it impossible for me to return to America. In the meantime my wife and I have endured hardships of various kinds and are now looking to the future with considerable anxiety. In April, 1944, my house in Berlin-Zehlendorf was destroyed by a bomb and my wife and I had to take refuge in the little town of Bad Koesen where we are now living. We are now in serious immediate danger of suffering from lack of funds as well as food and fuel."

When Prof. Klaeber retired scholars the world over joined in contributing in his honor to a book, "Studies in English Philology in Honor of Frederick Klaeber," which was published by the University of Minnesota Press in 1929.

Word from him was received by permission of the civil administration branch, Internal Affairs and Communications division, Office of U. S. Military Government in Germany.

'U' Enrollment Still Rising; More Foreseen

Spring quarter enrollment figures at the University of Minnesota proved to be sensational by comparison with any registration statistics of the past.

They reached 18,594, as compared with a pre-war peak of 15,400 in the fall of 1939.

Further increases were foreseen for fall and it was also predicted that there would be a heavy enrollment of veterans in summer session, as they receive educational benefits from the Veterans Administration only when in college.

The number of men is now 11,770, of whom over 8,500 are veterans. Women students total 6,824.

The largest colleges are: Science, Literature and the Arts, 6,750; Institute of Technology, 2,827; Agriculture, Forestry and Home Economics, 1,115; College of Education, 1,189; School of Nursing, 926; General College, 1,056; School of Business Administration, 678.

Buildings are congested and many additions to the faculty have had to be made.

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Associate Head For Farm Experiment



Dr. Harold Macy

Dr. Harold Macy, prominent dairy bacteriologist who has been on the staff at University Farm since 1919, has been made associate director of the Agricultural Experiment Station, filling the post left vacant by the sudden death last winter of Dr. Forrest R. Immer. Dr. Macy recently returned from army service, having served in the public health branch of the U. S. military mission to France. For this he was awarded a decoration as chevalier of the Legion of Honor. A more detailed account of Dr. Macy's career will appear in an early issue of Minnesota Chats.

Test Heat as Pain Reliever

Use of heat to relieve pain has long been standard medical practice. Some doctors question whether heat really does relieve pain or is of psychological benefit only, writes Mary K. Harding in The Minnesota Daily. To determine whether heat does help pain, and if so why and how much is the aim of the experiment being carried on by Dr. Herbert Wells, professor of biophysics.

"Since it is difficult to judge how much pain a patient is suffering, we experiment with what is called 'threshold pain'—that is a just perceptible pain sensation," Dr. Wells explained. "Threshold pain can be standardized for all subjects and can be reproduced."

Dr. Wells is studying pain in normal subjects, rather than using hospital patients. To produce threshold pain in his volunteer subjects, Dr. Wells drops a metal rod about three inches long on the first joint of a finger. He measures in centimeters the height from which the rod must be dropped to give a pain sensation.

Then Dr. Wells takes the skin temperature immediately after the pain is induced. Dr. Wells found that he himself felt pain when the rod was dropped from a height of 4 centimeters and that his skin temperature was 28 degrees centigrade.

When a heat lamp made the finger comfortably warm, Dr. Wells said he could drop the rod from a height of 12 centimeters before feeling pain. His skin temperature was then 36 degrees.

"Susceptibility to pain is the result of the difference between the skin surface temperature and the temperature around the bone covering, I believe. When these temperatures are equalized, as by raising the skin temperature with a heat lamp, susceptibility to pain is decreased," Dr. Wells said.

"I hope to be able to measure the difference between the skin and inner temperatures when I can get wire fine enough to insert under the skin."

"Eventually I want to work with hospital patients. If we can make pain come and go, by the absence or use of heat, then we will be able to say whether heat therapy is of value in relieving pain," Dr. Wells said.

Dr. Wells expects to use 10 or

Dr. Harold Macy Named to Head Farm Experiments

A dairy scientist who has played a significant part in the successful growth of dairy processing in Minnesota, has been named by the Board of Regents of the University of Minnesota as associate director of the Agricultural Experiment Station, it was announced by Dr. J. L. Morrill, president of the university. Dr. Harold Macy, who first joined the staff at University Farm in 1919, was appointed to succeed Dr. Forrest R. Immer, whose death occurred recently.

Dr. Macy received his promotion to the new position soon after returning from military service as a member of SHAEF in France and Germany. In his capacity as major in the public health branch of the Mission to France, Dr. Macy supervised the transfer of medical supplies and sanitation facilities to the continent immediately after "D" Day. As head of the SHAEF medical mission for civil affairs, he worked with the French government in the critical campaign to control epidemics and supply medical assistance during the last year of the war. For his distinguished service, Dr. Macy received the highest award that can be given by the French government, the Chevalier of the Legion of Honor.

Dr. Macy returned to his research work and teaching at University Farm in November, 1945, after his discharge from military service.

In recommending his appointment to the position of Associate Director, Clyde H. Bailey, Dean and Director of the University Department of Agriculture, said:

Dean Bailey's Comment

"As a prominent dairy bacteriologist, Dr. Macy has played a leading role in maintaining the quality of Minnesota dairy products. His work on the bacteriology and mycology of butter and his instruction of butter makers of this state through short courses and other means help substantially in paving the way for Minnesota's enviable reputation as the country's leading producer of high quality butter. More recently his work with the bacteriology of milk, ice cream, dry milk, and dry milk preparations has opened new opportunity for dairy manufacture, since the future of these products rests largely on keeping quality and palatability."

"Dr. Macy's research and administrative training suits him admirably for the important responsibility of outlining research projects of greatest significance to Minnesota agriculture and allied industries and supervising the widespread program of the experiment station."

A native of New York state, Dr. Macy took his undergraduate work at Cornell, receiving his Bachelor of Science degree in 1917. His graduate study was completed in 1929 at Iowa State College, which conferred the Ph.D. degree on him in 1929.

He joined the staff of the University of Minnesota in 1919 as assistant professor of dairy husbandry and was promoted to the rank of associate professor in 1929, and to professor in 1935.

Dr. Macy has many publications to his credit and has also been honored by election to numerous honorary and scientific societies. He has served as president of the Minnesota chapter of Sigma Xi, and president of Gamma Sigma Delta, honorary society of agriculture.

At University Farm, he has been called upon to help plan work of the college and experiment station in committees on curriculum, graduate study, and publications.

12 subjects in this experiment. He is using funds granted the University by the Baruch foundation for research in physical medicine.



Mankind Looks To Education Shuster's Topic

Must Enable Mind to Find Emancipation Through Self-Control, He Says

"Men are citizens of one world: Mankind looks to education" was the theme assigned to President George N. Shuster of Hunter College, a speaker on the second afternoon program of the educational conferences attending the inauguration of President J. L. Morrill. His address follows:

"I hope Heaven is warm," Emily Dickinson wrote to a friend, "there are so many barefoot ones." Echoing that remark, one must hope that whatever else education may boast of during the years ahead it will have warmth, fire, human significance, courtesy. There are so many people whose world is cold as ice, hemmed in and airless as a stone cell. When Sir Edward Grey said in 1914 that the lights were going out all over Europe and it would be a long time till they burned again, many of us surmised that he had spoken the greatest truth of his time. But we had no idea how dark the darkness would eventually come.

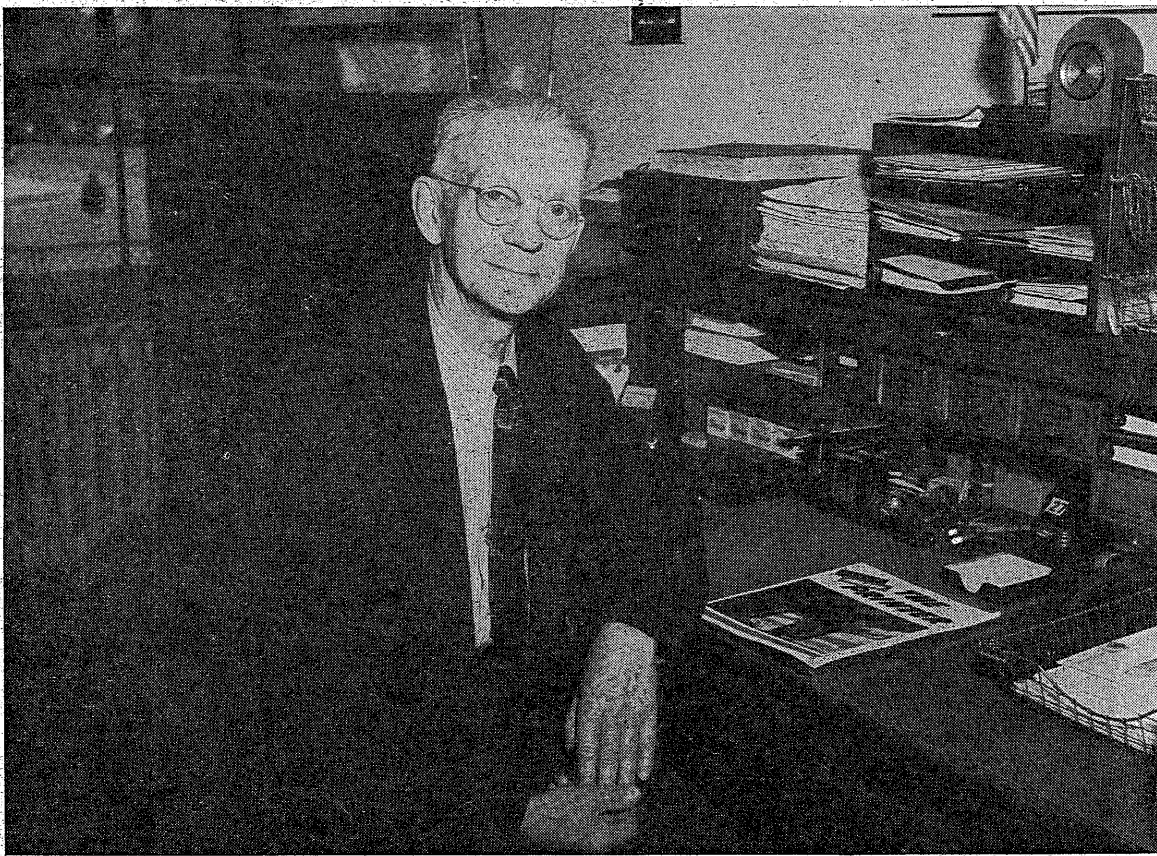
One evening last summer I worked late at Army Headquarters in Frankfurt, and then discovered that no conveyance was available and that I would have to walk two miles to my billet. Outside the compound no light shone; and for the first time in my life I groped my way alone through a pitch-black, ruined and deserted city. Not a match was struck anywhere, not a flicker came from any random fire. By putting one foot before another and keeping my arms in front of me, I managed finally to reach my destination. Once I stumbled over something. A drunken soldier lay beside the curb.

It seems not too much to say that the intellectual and spiritual picture which is now drawn in war-torn lands is symbolized for me by that night-time walk. There are very many human beings who no longer even ask why matters are as they are. They seem to have come dully and slowly up against what they accept almost casually as reality — a reality which, I shall admit, is contagiously impressive, so that one all but ends up by wondering whether the ease and normalcy of America, or the relative urbanity of countries like Switzerland, aren't just gingerbread stage settings. How do people get more than a thousand calories, after all? Why should they have them? Or why should they want more news, more information, than they can get from the official radio which blares in the market-place? Human beings haven't as a rule forgotten how to eat. But very, very many of them have completely forgotten how to live.

This is the kind of world which now looks to education. What does it look for? To what extent does it look hopefully, expectantly? Let us accept these as very realistic, quite prosaic questions. Neither education nor society can be served by our glibly making some kind of self-adulatory noise. On the day after the bombing of Hiroshima I happened to be in the company of soldiers who had been through many battles. These men were shocked. They deeply resented the news, both because they couldn't grasp its import and because they sensed that national security, so long set before them as the prize for which the war had been fought, no longer existed. Even at places like the Rapido River or Malmedy, it took a long time before many men were killed by modern war. Now, in the twinkling of an eye more staggering still in the telling than Goya's picture, massacre was born. Initially that massacre was hardly larger in size than a new-born child; but it grew until the horror of the shadow it cast was mightier than cities and seas. What, henceforth, could keep strange omnipresent death from Chicago or the Virginia hills?

Man's Mind the Only Curb
Spawmed by the mind of man, massacre can now be curbed only in the mind of men. Education

Veteran on Last Day of 31 Years at 'U'



Milton W. De Puy Says Farewell to Printshop

M. W. De Puy, Print Shop Head, Retires After 31 Years Service

Veteran University Employee Will Make New Home in Pacific Northwest

By T. E. Steward

"Printing is the greatest game in the world," says Milton W. De Puy, veteran printer and printing executive, who is retiring after serving the printing department of the University of Minnesota for 31 years, the last 26 years as its manager. "Whether I was a printer, a publisher or printing manager, I have never been sorry for a moment that I went into this business," he said. "And my job here at Minnesota has been the pleasiest I ever had. I've enjoyed

every minute of it, and I'd like to go around and pat on the back every person with whom I have worked at this university." Furthermore, De Puy means this, as anyone who knows him well can avow. He was eligible for retirement under the State Employees Retirement Association at least two years ago, but what with the war and all, and his services so badly needed, he was persuaded to stay on the job—a harder job than ever with manpower and paper shortages and often not even a messenger boy to run around with proofs. These the veteran manager delivered himself, thus effectively keeping down his weight, which had no particular tendency to mount, at that.

Born in Bellevue, Mich., July 7, 1877, "M.W." graduated from Bellevue high school and took a job in the printshop there, "not that I had especially planned to be a printer, but because the printer was the man who offered me a job."

Eventually the Bellevue printer sold out there and he and De Puy went to Deming, N. M. where they established the Deming Graphic and ran it eight or nine years. Mr. De Puy then came to Minnesota and went to work in 1915 for the university's printing department. It was then a very small shop with no linotypes or cylinder presses doing about \$10,000 a year business. Now, with five linotypes, five cylinder and five platen presses, the department turns out work to the value of about \$175,000 a year, including the mimeograph work. Besides mimeographing, it also does planographic work, addressographing and silk screen process printing. Especially responsible work is that of the mimeograph department, for university examinations are run off there, and it goes without saying that a leak of any of the papers would be disastrous. Many years ago there was just one such leak, the result of a break-in, but never again.

All of the university's catalogues, bulletins, programs, agricultural extension bulletins, posters, cards, invitations and the like are printed in the printing department, which never quite catches up with its big job. And just now paper is harder than ever to get. The shop pays the union scale or better and it has excellent relations with the printing trades because it has never made any effort to compete for commercial work, being a state controlled institution. When there is more work than the department can do, it is farmed out on contract to one of

that must give that mind the power to seek and find emancipation through self-control. I do not want this sentence to be understood narrowly. The sources of conflict are where they have always been. You may look for them in part where frustration besets a people which feels that its collective inability to live decently is rooted in the injustice of others. Or you may also find them where men are unwilling to concede justice, or to dispense with cunning and greed, or to discuss with others their legitimate grievances. The human mind must at last realize that until the case of justice versus injustice can be debated with good will, peace will remain a mirage. But it is obvious that the sharing of vital goods, which alone can dry up the fountain springs of war, is not any longer primarily a sharing of territory or even materials. It is now, in the very first instance, a sharing of science. Only by harnessing the untamed energies of nature can the well-being of the masses or the nations be insured. Thus we can say that the fruits of education are now manifestly the greatest of material goods. In like manner the greatest of spiritual and intellectual goods are also dispensed through education. The question, in short, is not so much what to do about pooling information concerning the destructive uses of the atom, as it is of sharing knowledge about the manner in which it can be beneficially employed. The problem is not how to give a quart of milk to every Hottentot baby. It is how to help the Hottentot fend for himself.

That the point to be made is just this point seems almost too obvious. Wordsworth said bravely that the poet's business was to render the universe habitable. We, however, have made a new universe. With the aid of science we

(Continued on page 4, col. 1)

Advanced ROTC Unit Reactivated

Reactivation of the advanced course in the reserve officers' training corps was announced by Lt. Col. N. A. Campbell, acting professor of military science and tactics.

The two-year course, which leads to a commission in the officers' reserve corps, will be resumed at the opening of the fall quarter.

Enrollment in the advanced course is limited to 43 students. Of the group, nine will receive signal corps training and 34 will be instructed in coast artillery corps duties. Applications for enrollment in the limited course now are being accepted in room 106 Armory.

Qualifications for the advanced ROTC course are as follows:

Students must have two years of university training ahead of them; they must be between 19 to 26 years old, physically qualified, and capable of scoring 110 or above in the army ground forces general classification test.

In addition students must have had one year of military service or have completed the basic ROTC course or have completed a combination of one year of basic ROTC training plus six months of military service.

the many big printing establishments downtown.

It has been his plan for many years to go to the Pacific Northwest when he retired and that is still the idea, but he isn't going until he is sure of a place to live when he gets there, to whatever city he goes. Mrs. De Puy will go with him. A married daughter, Mrs. O. D. Edmonds, lives on a farm near Whiting, Iowa.

Mr. De Puy says he has no hobbies, "only my job and my home."

"Has anything very exciting happened in the department while you were its head? Have you ever made any of the sensational typographical errors?" he was asked.

"No," replied M.W., "the printer has never had to leave town." So Minnesota Chats records a happy "30" to a fine term of service and expresses the wish that the beginning of the new era will find the best yet to be, "the last of life for which the first was made."

Campus friends raised a purse of \$250 which was presented to the retiring manager by W. T. Middlebrook, vice-president for business administration at a coffee party in the shop.

Emmett Quigley, shop foreman for the past five years, will become manager of the printing department, which also will now enter the Service Enterprise setup of the university.

President Makes Cap-Gown Speech To Honor Students

Prizes, Scholarships, Election to Honor Bodies Announced at Early Event

SENIORS PARADE CAMP

Institution's Traditions Reveal Loyalties, Dr. Morrill Says

Annual Cap and Gown Day exercises in Northrop Memorial Auditorium were addressed by President J. L. Morrill Thursday, May 16, when elections to honor societies, awards of honors, prizes and scholarships and the names of students who have maintained an average of "B" or better were made known.

The traditional parade of seniors, wearing for the first time the gowns and mortarboard caps signifying the bachelor's degree wound across the Oak Knoll and back down Fifteenth avenue S. E. to the auditorium as crowds of other students, parents and visitors looked on.

President Morrill said in his address

The traditions which a society—or an institution—cherishes are the revelation of its loyalties. Sometimes these find expression in ceremonies or events: the feast days and fiestas of certain countries, the special holidays and celebrations of many nations.

In our country the high school and college commencement season is just beginning. In the great universities, all the authority and pageantry of academic tradition will be summoned to celebrate the event. Likewise, in little country schoolhouses such as I knew lately in the remote mountain regions of Wyoming, the ranchers and their families will assemble with the same pride and respect to do honor to the diploma. So, in hundreds of thousands of communities, from North to South, from coast to coast, the American people will testify to their faith in education, and nowhere else in all the world will anything like this occur.

Especially on college campuses there are traditions and loyalties, undercurrent but deeply influential — which are often honored without formal expression. In one of his published addresses, I recall, former President Guy Stanton Ford remarked that every day, really, is "scholarship day" on the Minnesota campus.

"Every day in some classroom or library or laboratory," he said, "someone . . . has achieved for himself a new understanding, discarded an old error, or spread the span of his mind to integrate new knowledge with old. If that be so, he has glimpsed for himself in one never-to-be-forgotten moment the pleasures of being a scholar."

At the University of Virginia, as I learned upon visiting there years ago, there were two unassailable traditions: one of such veneration for Thomas Jefferson that you could hardly turn a corner without bumping into his statue; the other, the tradition of completely authoritative student self-government. There was no dean of students or dean of men on the staff, as I remember it. The free-and-easiness of student conduct seemed startling to those of us more conventionally accustomed.

I recall passing the Library on that campus, late one night, and seeing seated on its wide steps in the moonlight a group of five young men, undergraduates, clothed in pajamas, singing hilariously under the evident influence of something beginning with moon but ending otherwise. There was no so-called campus "cop" to say them nay, and they attracted no more than indifferent, if not indeed mildly amused, attention from the faculty members with whom I was walking.

But that same week the Board of Trustees of the university had filed respectfully with the student governing body a petition asking that an undergraduate, recently expelled by the students for intoxication at a campus dance, be

(Continued on page 3, col. 1)

Asks New Social Devices to Protect Mankind's Future

Dr. Shapley, Harvard Scientist, Takes Optimistic View of Critical Future

One of the outstanding addresses during the educational conferences that preceded the inauguration of President J. L. Morrill was that of Dr. Harlow Shapley, director of the Harvard College Observatory, whose topic was, "Men are inventive: Will they devote the products of their ingenuity to human welfare?"

Dr. Shapley said: Whether we the selected prophets of this moment should chant a dirge for a dying culture, or shout hosannas of hope and gladness to the dawning of the new atomic day, must be decided on the grounds of effectiveness and psychological expediency. Whether Jeremiahs or Davids, we strive for the same ends. None of us who have a personal interest in the future, by way of the germ plasm or germinated thoughts and influence, is eager to see the current civilization die. However pagan or agnostic or cynical we may be, we do not want to see, or seriously to contemplate, our long career of semi-civilization wiped off the slate of evolving terrestrial biology. Even the reactionaries want continuity of human culture at about the present level, and the actionaries strive for its growth, for its reach starward, for its evolution toward universal beauty and comprehension. A cosmic sadism could be grimly humorous, and diverting to desperate men in discouraged moments, but it would not be an embraceable philosophy for the great majority who have children or hopes therefor, or who have started or accelerated constructive lines of thought and action. For them, Aurora not Nirvana. For them the glimmering light is a dawn that beckons, not a fading twilight that leads to oblivion.

In the search for a solution of the crisis problem, the effectiveness of method must therefore decide whether to sell cheer or fear. I choose the former. I insist that it is the dawn; and I shall not threaten you with twilight. We have been bullied by predictions of disaster so much in past months that too many of us have become indifferent and resigned, fools that we are. We become no more resourceful than lambs trotting down the run-way to the slaughtering knife. Doom is inevitable, we gloomily say, unless the management of the slaughter house spares us miraculously; the knife is inevitable, so let's sniff the daisies as we go. Because of the length of the run-way, there are several minutes remaining—time to cavort and gambol, and enjoy the sunlight that our ancestors have brightened by centuries of spiritual and artistic endeavors. We are but baby sheep, we say resignedly; we are not inventive enough to break through the run-way, or turn back to the open field.

The atomic threats and fears may have too much numbed those who could lead into the new age and opportunity. Are not the goals and possible gains of a continued civilization attractive enough to call up men and women of constructive fortitude? Let's stop trembling, and stop looking dumbly the other way, and explore together in sketchy outline the hopes and potential gladness of the decade just ahead. And while we emphasize the life appeal and the richness of peaceful atomic rewards, we cannot help but imply the undertones of trouble. Do not overlook the grim fact that our silver clouds have somber lining.

"A Package from Moscow"
By the great circle route, over Arctic regions, from the University in Minneapolis to the Kremlin in Moscow, the distance is 5,000 miles. The airplane of tomorrow could travel such a distance non-stop in seven hours; and the plane could carry not only its own fuel and pilot, but a moderately small package—a tremendously potent parcel. I repeat, it could carry this load from Minneapolis to Moscow in seven hours. You hear me, Mr. Stalin and Mr. Gromyko. American planes, parcels, seven hours. Ponder this situation and rejoice, you people of Russia, and rejoice still more you people of Minnesota. This modern neighborliness is exciting and impels attention—this ability to drop in casually with an important package!

But wait a minute—if my geometry holds in the new age that is upon us, it is also 5,000 miles from Red Square in Moscow to this University campus. A plane

Students Form To Aid 'U' Plans

A legislative action steering committee has been organized by the All-University council in response to recent suggestions by President J. L. Morrill that students organize among themselves add discuss issues before petitioning the state legislature next winter.

The purpose of this committee, of which Council member Karol K. Kaiser is chairman, is "to provide contact and co-ordination between students and faculty in order to promote the best interests of the University in the legislature."

The main issues in which interest has been shown among students are faculty salaries, classroom space increase and appropriations for housing. In addition, special interest groups such as the Veterans club and some of the college intermediary boards have their own problems.

leaving Moscow at noon today would arrive at 10 o'clock this morning, also in seven hours elapsed flying time. And that small and innocent looking and innocent acting plane from Moscow can also carry a small package—a tremendously effective package that you of Minnesota would, I hope, never quite recover from. Wonderful thought, isn't it, this new-age neighborliness.

If my account of trans-Arctic exchanges between Minneapolis and Moscow seems like double talk to you, it must be because you are concentrating too much on the somber linings of my silver clouds. You should remember that lovely Madame Lepeshinskaia is a small package, and also one of the greatest of all ballerinas. In my inventive mood, I see that in a few years from now, she will be coming across the Arctic wastes for a little dinner with some of your leading artists, and in the evening the floodlights of the stadium will reveal her leading the ballet in a great interpretive art that is still embryonic in American culture.

If the weather prediction of the night before is unpropitious, you will signal Lepeshinskaia on your walkie-talkie-lookie, advising her to wait, if she cares to, for the next day's cultural exchange of planes; because it may be two or three decades, or more, before we shall have full weather control. The development of inexpensive Plutonic cloud-dispersers will take time, and their installation will of course involve legislative and agricultural policy, as well as dynamics and applied nuclear physics. But soon no weather is going to stop the flights, even if it does dampen open-air pageantry.

The small and potent package in the other direction, from Minneapolis to Moscow, which I call to the special attention of Messrs. Stalin and Gromyko, will probably be a scientist with an idea—perhaps a biochemist collaborating with agronomists of the Soviet Soil Institute. I fancy them working on the mass growth of new species of bacteria which can restore the worn-out soils of the Balkans and Spain and New England and other weary regions.

Expensive? Well, Now—

But this junket of a scientist to the Russians would cost five or ten thousand dollars, you say. Yes, it would. It would cost something like one fortieth the value of this building in its present form, compared with its value in the form of dust and ashes and radio-active rubble. In the atomic age some seeming luxuries are necessities. Different times, different values. There are epochs in human history—at least there is this one—where we cannot work and think in the old familiar patterns—we must use a new framework, or our structures collapse. In physics we bravely question our standards of measurement from time to time; why not in economics and in social customs? Why not an Equivalence Principle for social values? In physics we base our revelations and revolutions of atomic power on the now fully demonstrated equivalence of energy and mass. Why not similarly match equally the valences of ideas and cash, of property and performance, of money stored in banks and service stored in the minds and characters of fellow men?

We in America still commonly measure success in terms of dollars—perhaps we can never fully change, because acquisition is an old instinct. But throughout the ages there have been those, whom we commonly call noble, who have been acknowledged as successful on the grounds of social merit. I should like to have you inventors produce a method, or standard, or cult, which would swing the emphasis a little more from the ac-

quisition of materials to the giving out of non-materials.

But before we explore invention further, I return to that question of relative cost. Suppose each year 500 students and teachers of Minnesota were distributed for a couple years of study and travel throughout the countries of Europe and Asia, and suppose that 500 students and teachers from Russia, France, England, India, and elsewhere, were brought to Minnesota and scattered among the public schools of the cities, towns, and country. And suppose further that 500 farmers, mechanics, and merchants were similarly interchanged—Minnesota bartering with the rest of the world in men, women, ideas, and hopes. And suppose this basic planetary education went on for 20 years, if necessary, as a part of our local education for living as world citizens in a surviving civilization. It would cost you, I estimate, twenty per cent of the value of the buildings of St. Paul and Minneapolis—that is, of their value as they now stand, not their value in the form of dust, ashes, and radio-active rubble.

Is the Cost Significant?

Twenty per cent is not very much, is it, when spread over twenty years? Is the business worth thinking about? A state tax of one mill on assessed real estate values would be too much to pay for it. But the excess could provide for the trans-Arctic shipment of ballerinas and chemists; it would permit the development of many devices to make for happy living in the atomic age. It would in fact not be a real tax, but an insurance premium. It would be a premium on the Minnesota Peace Policy—under-written by the good-will of the people of the world. And this insurance policy should not be conceived as term insurance; it must be a non-terminating life policy—an insurance on the life of the people and their culture. It would, moreover, be suitably a new type of insurance for the new age, because each year it would pay back in full the whole of the policy in terms of world-wide amity and a continued social evolution.

By an indirect method I am of course simply advocating world sensitiveness, and an aggressive individual and group activity because of that sensitiveness. Something must be done about it. And who in this community could or should lead toward positive, immediate, and persistent activity? Why not this great university, which has always kept close to the people of the state? It has guided in the past, why should it not under its new administration lead still more actively in the future? This is a time of crisis. The situation is not trivial. It is not just a crop failure and the foreclosure of ten thousand mortgages, not a ten-year business depression, not as negligible as a political squabble between ins and outs. Such human episodes would leave the scientist quietly working in his laboratory. But this is really serious and now the scientist and technologist, and many formerly quiet citizens, are out in the open trying to tell you something, trying to get their technical words and specialized thinking and feeling tempered to the language of the farm, factory, and legislature. Local leadership and penetrating voices are needed to capture the good, and evade the stupid.

Scientists Responsible to Public

I can assure you that the scientists do not like this new out-of-laboratory life; but their knowledge makes them responsible to the public that supports and enjoys their scientific labors. They must help point out that the situation is not hopeless, but that it needs immediate public attention, vigorous public interest, or it can soon become hopeless. They can insist that there is nothing hopelessly wrong with innate human nature, the wrong just now is with our habits of international conversations on the official political level. Diplomacy seems to connote disputation and contest. The scientists cooperate automatically the world over. There are about 500 international scientific and technical organizations. The members start no wars. They do not bluster, strut, lie, walk out on the conference, or rattle their big telescopes and cyclotrons and say "You believe my cosmogonical theory, or you accept my interpretation of neutrons, or else!" No, they invite others to join in the use of telescopes, in the cataloging of the stars or fish, or jointly publishing the constants of engineering and planetary orbits—because science, like music and art, and like food and health, are not limited in meaning or operation by national boundaries. Relativity theory, as you may have heard, requires intellectual effort for clear comprehension, but it is elementary in

Named Dean of Admissions



R. E. Summers

comparison with the intricacies of our complicated, many-nationality, world society. The scientist should remember therefore that cause and effect are not so cooperative outside the laboratory and machine shop as they are inside. Approximate solutions and experimental procedure must be admitted, with high probability of many mistakes. Geniuses among the world's administrators, or great social inventors are much needed, and they appear to be scarce.

But because of the difficulties, and the risks, of failure in experimental procedure, we must not abandon attempts to work rationally on all social problems in this atomic age. A reversion to intuitive methods, to superstition, or to the patterns of the past gives us little hope. Our specialists in social adjustment must be ready for bold steps and ready to advocate large individual sacrifices. Let us hope that they cooperate intelligently with the natural scientists in searching for effective answers. And that they take no vacations from this problem. The emergency is here. It is in a sense a new world that we can accept or decline. Acceptance of the responsibility may lead to social triumph. Declining almost certainly leads to disaster. The choice is—This World, or the Next.

Requested to speak on man as an inventive animal, I have assumed that by inventive we mean creative, as contrasted with imitative, and I have sketchily suggested some social inventions that bear on the emergencies of the time. The question posed me is "Will men devote the products of their ingenuity to human welfare?" The answer of course is affirmative. But these inventive men of good intentions must overcome serious obstacles that are inherent in our social system. Otherwise their creations are futile. In the capitalistic order, which we have found very suitable for the development of our new country, we emphasize the merit of dollars in large quantities, and in consequence the chief obstacle for the one who would invent not for the richness but for the welfare of mankind is greed. In fact, individual and corporate greed are accepted as a kind of virtue. We even do not like to call greed greed. We prefer words like thrift, wealth, success. And we are inclined to treat as un-American and subversive any talk about human rights transcending property rights. Because of our greed philosophy, we feel guilty if we wonder why our delegation on the International Atomic Energy Commission should be composed almost wholly of financiers and of industrialists whose professional expertise is the competitive accumulation of wealth, whatever their personal philosophies may be.

But greed for property is not at the present time the only obstacle that besets the creator of material and intellectual assets for the welfare of mankind. He must contend also with the power-and-prestige greed that the war has built up in our military and bureaucratic personnel. Time will alleviate the power-lusts, we hope. The joint action of time and of a protesting citizenry should soon wear down such stupid obstacles to creative progress. The situation has arisen naturally as a result of the inflations and distortions of war; resistance should produce the desired deflations.

The Dangers Long Here

The progress, which inventive men will encourage, is not to be chiefly through the development of atomic power and atomic adaptability. Uranium and plutonium have received an undue share of publicity, glory, and calumny. The atomic age was upon us, and our

R. E. Summers Becomes Dean Of Admissions

Robert E. Summers, professor of mechanical engineering, University of Minnesota, has been appointed dean of admissions at the university and will succeed in that capacity Dr. William S. Carlson, who left this week for Wilmington, Del., where he will become president of the University of Delaware. Professor Summers came to Minnesota by invitation as an associate professor in 1938. He has a long record of successful research work in his profession and at Minnesota demonstrated marked administrative ability as coordinator of the Naval Training Program during the war. With his deanship he will also retain the title of professor.

Professor Summers was born July 1, 1901, in Condon, Oregon. He received the Bachelor of Science degree in 1924 from Oregon State College. The following year he took graduate work at Kansas State College. In 1925 he was appointed instructor in mechanical engineering at Oregon State College and was successively promoted to an assistant professorship and associate professorship. At Oregon state he was the department representative in matters relating to curriculum and counseling, and had direct responsibility for some aspects of the student counseling program. In 1933 he received the Master of Science degree in chemical engineering from Oregon State College. While carrying his professional work, he also had a minor concentration in Education. He thus combines fundamental training in the professional fields of mechanical and chemical engineering with a deep interest in problems of Education.

Mr. Summers came to the University of Minnesota in the fall of 1938 as associate professor of mechanical engineering. He became a professor in 1943. He is also approved as a full member of the Graduate School teaching faculty of the University. In his professional field he has a distinguished list of publications. He now serves also as a member of the Senate Committee on Student Affairs.

When the Navy Department asked the University of Minnesota to introduce a war training course for navy machinists' mates, it was the desire of the administration to provide this service, although serious problems were involved. Some of these related to the acquisition of necessary teaching equipment such as lathes, and other machinists' tools. Other problems were of an educational nature requiring the development of a curriculum adapted to available resources on this campus and the assembly and training of the staff competent to undertake the important Navy assignment. Professor Summers was asked to assume the responsibilities involved and readily demonstrated both his administrative ability and his interest in the broader problems. This program was an outstanding success and has received special commendation from the Navy Department.

With further expansion of the Navy program at the University and at the college level with the introduction of the V-12 and wartime NROTC programs, Professor Summers was asked to continue as the University's Navy Training Coordinator. The success of the collegiate training programs has also been officially commended by the Navy Department. All of the Commanding Officers who have worked with Mr. Summers have spoken of his administrative skill and understanding in the highest of terms.

Professor Summers holds a reserve commission as lieutenant in the U. S. Navy.

"This recommendation is made after the most careful consideration of the position to be filled and the qualities needed for it," Pres. Morrill told the Regents. "There have been many conferences with staff members in a position to advise. The deanship of admissions responsibilities for the Office of Admissions and Records and its internal operations, including the functions performed by the Recorder. It likewise calls for continuous study of the many educational problems with which admission policy is inevitably interwoven.

Dean and Mrs. Summers and their two sons reside at 1075 Fourteenth Ave. S. E., Minneapolis.

civilization was endangered from man's power of mass destruction, long before the first atomic bomb exploded. The new age was well upon us some fifteen years ago when electronics came of age.

President Speaks To Honor Students

(Continued from page 1, col. 5) readmitted. The petition had been firmly, but politely, declined. Southern chivalry was safe, and the students secure on their throne.

Sometimes a college custom, as the symptom of a tradition, offers a somewhat perplexing measure of seeming inconsistency. Our "Engineers' Day" last week—with its lovely queen and parades, its interesting scientific and technological exhibits in which the Kiss-o-Meter vied with the atom smasher for the attention of those who would learn!

And now "Cap and Gown" Day—the occasion set aside in our University calendar for the recognition of our fellow-students who have been serious, and sincere, and superior in their application to the business of the University, which is learning. Today, in this convocation, the University gives proud account of its stewardship. The students whom we rightly honor, in this exercise, offer evidence that the confidence of those who founded this University and who have maintained it through the years, has been justified.

Measured by "Intelligent Enthusiasms"

"The extent of a university's success may be measured by the number of intelligent enthusiasms it communicates to its students," Dr. Henry Sloane Coffin of Union Theological Seminary once remarked.

It is the intelligent enthusiasms of youth, disciplined and directed to measurable scholarly achievement, that we commend and celebrate this morning. To the members of our Faculty who have helped to inspire these enthusiasms, congratulations are likewise due. They have been the true and trusted custodians of the basic loyalty which is the life of the University, and they must feel greatly rewarded upon this annual occasion.

For those of us, taking part for the first time in this "Cap and Gown" day program, this is a moment of initiation deeply significant; more important, perhaps, than even Commencement. For here we give recognition to the most capable and conscientious among us: the students who dignify learning and reward teaching; those who have done more than was necessary. Very likely it is from this group of honor students, in higher proportion than from any other group we might assemble, that there will come the men and women, Minnesota alumni, of future distinction and solid accomplishment.

Let me remind them of the ancient admonition: noblesse oblige: "from him to whom much is given, much is expected." Let me remind them, too, that this is a ceremony of recognition, rather than reward. Recognition looks forward to deeds yet undone. Reward casts the backward look. The challenge of excellence is that it continue. Education is the anteroom of action, in the sense of growth and preparation.

We cannot rest upon past laurels. The olden Greeks were wise in crowning the winners of their Olympic games with a wreath of wild parsley or wild olive—a symbol so fleeting and transitory, an emblem so fugitive, that it might wither in the hot rays of the sun almost before the successful competitors had departed the stadium in which their glory had been won. Thus the victors were impressed that high performance offers the promise but not the proof of victory tomorrow. Each task, each day, must summon its own new effort.

Thus we are reminded as well—in any announcement of collegiate elections, honors or awards—of those who strove well but who were not this time selected. There is always another chance, if not in college then in the larger areas of later life.

The Criteria of Award

Human judgment is necessarily, and notoriously, fallible. The choices are not easy, and dependence upon a grade-point decimal fails too often to measure the integrity of effort or to assess the degree of true competence. Every scientific investigation of the validity and reliability of college-grading proves to be disappointing—and yet grades, more than any other single factor, are made the criteria of award.

Perhaps they are as good as any, at this stage of the game. They attest to the habit of hard work and good work which is the fundamental habit for success in almost any kind of endeavor. Some psychologists, indeed, have defined personality itself as the aggregate of one's habit-systems—not only habits of behavior, but

habits of mind and attitude as well.

Some philosophies of education have regarded this principle as being so important as to set up school systems which would create situations in which every child could be "successful" in some respect and could feel the strength and confidence that come from success as contrasted with the sense of frustration and inferiority which is too often the penalty of even minor failure during the most highly impressionable years. To do this, they have found it desirable to abolish conventional grading systems altogether.

However that may be, the speakers on any such occasion as this seek usually to make scholarship meaningful beyond mere academic bookkeeping. Their appraisals and definitions vary with the passing years and the changing social, and academic scene.

What Is Culture?

There was a day, even within the lifetime if not the awareness of the present-day undergraduate, when scholarship was apt to be associated with the more classic and literary meaning of "culture," presumably then the almost exclusive product of education in the so-called liberal arts. Despite Huxley's affirmation that science is culture, and Carlyle's booming pronouncement that work is culture, there was strong academic adherence to Matthew Arnold's concept of culture as "a disinterested endeavor after perfection" at most, or culture as an ornament at least.

As an undergraduate major in the classical languages, one who also loved "the surge and thunder" of the Odyssey, and one graduated from college frankly and ridiculously an academic snob, I can remember my sense of rude shock in reading something which John Dewey wrote in the NEW REPUBLIC a good many years ago. "The beginning of culture," Dewey observed, "would be to cease plaintive eulogies of a past culture, eulogies which carry only a few yards before they are drowned in the noise of the day . . ."

"To set up as the protector of a shrinking classicism," he went on, "requires only the accident of a learned education, the possession of leisure, a reasonably apt memory for some phrases and a facile pen for others."

Larger experience makes plain that culture, like happiness, is more often than not a by-product—not to be sought or gained directly. Like virtue it must find human expression; like energy, it becomes evident only in action. Scholarship is a means, not an end.

In the Western World, of course, the great German universities of the 1800's gave to scholarship its highest traditional development. With them, scholarship was specialization and research—high attainment in some branch of knowledge and the capacity to advance that knowledge: Niebuhr's "Roman History," the pioneering of Fechner and Wundt in the study of experimental psychology; Liebig's creation of the new chemistry, and Humboldt's of the new physics; Muller's introduction of the microscope to establish the science of pathological anatomy. Those were typical first fruits of a movement which helped to reshape the nascent American institutions of the higher learning.

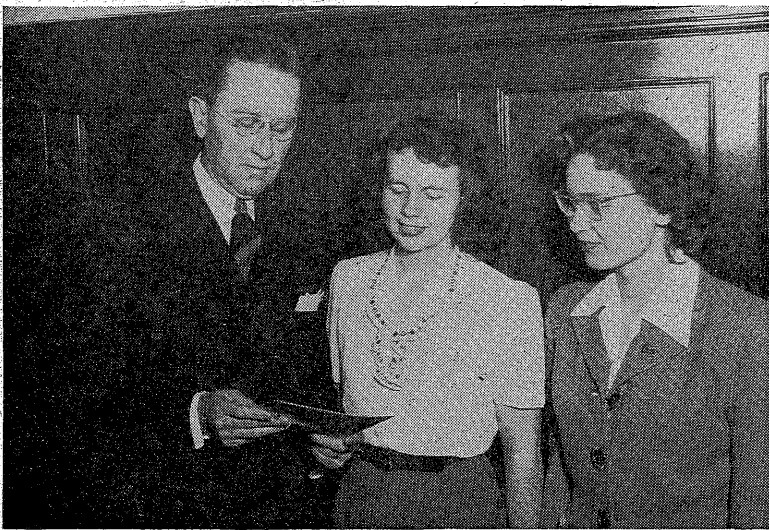
In this country, the rise of the land-grant universities exerted parallel power with its iconoclastic impact upon the ideas of scholarship inherited from the British universities, and passed on through the colonial colleges whose influence still endures. Here the new emphasis was upon the practical and technological, upon the dignity of vocation and the uses of scholarship toward the everyday service of society.

Whatever your own allegiance to any of the concepts of scholarship I have catalogued, or to some other, it will be still worth while if it springs from an "intelligent enthusiasm" and carries the urge of responsibility for the time to come. No single definition can, or should, suffice. The scholars and teachers of this great University will cherish, and communicate, their differing ideals. There is room, and need, for all in the democratic diversity which the University will consciously promote, and from which its genius arises.

But upon one aim all will unite: the aim that learning be relevant to life and the problems of living: that scholarship be made serviceable in the management of human affairs. The University, and our college experience, we hold precious, with former President Meiklejohn of Amherst, as "a place of the mind, a time for thinking and an opportunity for knowing."

Said the true scholar, as Emerson said, "grudges every opportunity of action passed by, as a loss of

Two 'U' Girls Win Hillel Award



power." "Only so much do I know, as I have lived," he declared.

The skillful doctor in his diagnoses, the educated mother in the upbringing of her children, the trained social worker at work upon community problems, the learned judge upon the bench, the conscientious legislator serving in committee—all these and a thousand others will have reason to depend in the modern world upon the attitudes and methods of scholarship; and they will give thanks for whatever indoctrination therein they may have attained.

The whole world, indeed, has grave need of all it can know. For the war has solved not a single problem—not even those which brought it about. They are all still here: the problems of world peace which our great victory has so far failed to underwrite; of treaties and tariffs; of freedom and tolerance; of human happiness and well-being and security.

Science and Scholarship Needed Science and scholarship have forged many of the tools needed for their solution. They will go on, in universities like ours, forging more with patience and persistence, with unremitting industry. That is one loyalty which the tradition of Cap and Gown Day exemplifies.

But there is a larger loyalty implicit in this exercise: loyalty to the ideal that universities build for a better day, loyalty to the faith that the better preparation of each generation builds a higher step for the upward march of mankind.

In all the cruelty and catastrophe of this great war, I like to think of our American colleges and universities as impregnable islands of generous intelligence and good will. Insofar as I know, few of them provided during the war years any platform for the preachment of hatred.

To be sure, in the face of world disaster, they mobilized every resource of science and skill, of training and research, for the service of the nation and its assurance of victory. But they were well aware that the war uses of scholarship, like the tragic expenditure of minds and bodies in battle, were still the uses of adversity—"ugly and venomous," in Shakespeare's phrase. Their faith was unshaken in the ultimate "improvability of man." Although discouraged, they were not disheartened.

Through the kindness of a friend in St. Paul in whose company one evening the subject of loyalties was discussed and who sent me his own copy of the book, I have been reading lately the published lectures of Josiah Royce, that Harvard giant of an earlier time, on "The Philosophy of Loyalty."

"I cannot be loyal to barren abstractions," Royce declared. "I can only be loyal to what my life can interpret in bodily deeds." And that has been the burden of these remarks.

Loyalty to scholarship is loyalty to the University—and both are the summons to a larger loyalty of which Royce also wrote, outside the volume I have mentioned. How propetic his words, as if intended for this day! To you scholars and your companions let me quote them, in closing these remarks:

"You at this moment have the honor to belong to a generation whose lips are touched by fire . . . The human race now passes through one of its great crises . . . When you are old . . . however memory brings back this moment to your minds, let it be able to say to you: that was a great moment. It was the beginning of a new era . . . This world in its crisis called for volunteers, for men of faith in life, of patience

For their contributions to interfaith understanding at the University of Minnesota, two Minneapolis students, Joan J. Clark (left), 3846 Colfax Ave. N., and Kathryn A. Roth, 4100 Humboldt Ave. N., received the 1946 King Gustav scholarship award provided by the National Hillel Foundation, Jewish student organization. President James L. Morrill made the presentation on behalf of Hillel Foundation at a ceremony in his office on May 24.

The co-winners, who will share the \$300 scholarship equally, are both juniors in the college of science, literature and the arts. Both aided in the programs of Religious Emphasis Week and Brotherhood Week on the campus this year. Miss Clark is president of the University YWCA. Miss Roth is president of the Student Council of Religions, made up of representatives of all faiths and denominations, and is active in the Newman club, Catholic student group. Miss Marcia Edwards, assistant dean of the college of education, headed the award committee.

Named in honor of the king of Sweden for his humanitarian work in sheltering thousands of Danish Jewish refugees from Nazi tyranny, the award is given only at the University of Minnesota and was established in 1943. A similar King Haakon scholarship is offered by the National Hillel Foundation at the University of Wisconsin.

Professor Arnal To Judge Competition

The \$10,000 prize offered by the state of Minnesota in a national competition for the design of the \$2,000,000 State Veterans Service building to be erected near the capitol in St. Paul created great interest at recent meetings of the American Institute of Architects at Miami Beach, as reported by The New York Times. First prize will be \$5,000. Prof. Leon C. Arnal of the School of Architecture, University of Minnesota, will be one of three judges in the competition. Others will be Harvey Wiley Corbett of New York and John W. Root of Chicago. Several members of the university's faculty in architecture attended the meetings.

Warren Works To Be Published

Robert Penn Warren, professor of English, announced recently the publication of three of his manuscripts.

They are "All the King's Men," a novel with a political background of the South; "Study of Coleridge's 'The Ancient Mariner'" with illustrations by Alexander Calder; "Blackberry Winter," a long story with a rural locale in the early nineteenth century.

Dr. Wrenn to Head Job Guidance Group

Dr. C. Gilbert Wrenn, professor of educational psychology, has been elected president of the National Vocational Guidance association.

In addition to directing the NVGA, Dr. Wrenn will act as vice president of the American College Personnel association and vice president of the Council of Guidance Personnel association, a national coordinating body for the National Personnel association.

in service, of charity, and of insight.

"I responded to the call however I could. I volunteered to give myself to my Master—the cause of humane and brave living. I studied, I loved, I labored, unsparringly and hopefully, to be worthy of my generation."

Dr. Roberts, Ornithologist, Passes at 88

The University of Minnesota lost by far its oldest employee and one of its most famous in the death April 19 of Dr. Thomas Sadler Roberts, 88 years of age, director of the Minnesota Museum of Natural History. Dr. Roberts had given many of the best years of his life to the development of the museum collections and habitat groups and to the planning and management of the museum building. Because of his unique position with respect to the institution he was kept on by the Board of Regents without regard to the retirement rules.

Although known throughout the state and in ornithological circles of the country for many accomplishments, Dr. Roberts was best known for his now-famous book, "Birds of Minnesota," for publication of which his friends in Minneapolis, who were many, made contributions in excess of \$30,000. The expense of publication lay in large part in the admirable color plates which illustrated the volume. These plates have also been printed as separates and in other forms, all these ventures being handled by the University of Minnesota Press.

Dr. Roberts had been partially incapacitated since late 1944 but had made occasional visits to his office in the Museum as recently as January.

Dr. Walter J. Breckenridge, long curator of the museum, will succeed Dr. Roberts as head of the institution. William Kilgore is also a curator.

Dr. Thomas Sadler Roberts was born on the old Roberts farm near the city of Philadelphia on February 16, 1858. In the fall of 1867 he came with his parents to Minneapolis, and that city had since been his home. With a boy's fondness and enthusiasm for everything pertaining to the outdoors, his interest soon became centered on birds, and the study of ornithology, especially as relating to Minnesota, was a ruling passion through all the years of an active and busy professional life.

In May, 1885, Dr. Roberts was graduated from the Medical Department of the University of Pennsylvania and, after serving internships in two Philadelphia hospitals, returned to his home city and entered the practice of general medicine.

He had been a fellow of the American Ornithologists' Union since 1883 and for many years, a member of the council. He also held memberships and fellowships in various other ornithological, medical, and scientific organizations.

In 1915, when Dr. Roberts gave up much of his medical practice, he came to the University of Minnesota to accept the positions of Director of the Museum of Natural History and professor of ornithology, and for twenty years conducted classes in that subject. As director of the museum he found the opportunity to assemble, from his own rich personal experience and records and from an accumulated mass of data, the material for his book on "The Birds of Minnesota," published in 1932, which has been a source of inspiration and help to all present-day bird students, and will, as time goes on, be of inestimable value to all future workers in the field of Minnesota ornithology.

Faculty Dance Club Elects

Dr. Tracy F. Tyler, associate professor of education, was elected president of the Faculty Dancing Club for 1946-47 at the club's concluding dance of the season held on May 24. William R. McEwen, assistant professor of mathematics and mechanics, was elected secretary-treasurer. New members of the Executive Committee named for two-year terms were Edmund A. Nightingale, assistant professor of economics and transportation; William S. Howell, assistant professor of speech; William K. Hart, professor of mathematics; Alfred O. Nier, associate professor of physics; and Horace T. Morse, director of the General College. Holdover Executive Committee members are Samuel T. Coulter, professor of dairy husbandry; Charles V. Netz, associate professor of pharmacy; Norville C. Pervier, associate professor of inorganic chemistry; and Clayton O. Rost, Chief of the Division of Soils, ex officio. The concluding dance, which was held in Coffman Union, was sponsored jointly by the Faculty Dancing Club and the Campus Club and was attended by one hundred couples.

Mind Must Bring Emancipation by Self-Control

(Continued from page 1, col. 2) have discovered the secret dynamic of the natural order. The creative impulse which is latent in all invention has now brought us to the verge of creation itself. But we have also unmasked man. Perhaps no time has seen him so clearly, in his brutality and heroism, ingenuity and folly, as has ours. The face of Faust is in the glass. Where shall this Faust any longer make his habitation? What town can he build for himself? There are the questions we must answer. And learning the answers is education.

What Must Man Learn?

It is a great deal. First, man must learn to live with himself. His own spirit in his proper hearth fire. If he cannot get warm there, how shall he flee from the cold? Now to say that therefore he must be an individual is to say nothing. For an individual is merely alone. He has his shutters drawn, he can lock the door. But of what he does in the empty house we have heard as yet not a word. And more important still—by far more important—happens to be what he is. Richard Cory went home and put a bullet through his head.

The virtue of the older humanistic education, to which we have all but said farewell, lay in its endeavor to make of the individual a person. "To burn with a hard gem-like flame," to be at home with the best that has been known and thought in the world; to become, as Phillimore desired it, a citizen of every civilized age—this was a plan which, however aristocratic its intention, had genuineness of purpose and clarity of objective. Perhaps we Americans, now in the front row on the world's stage, would have profited by husbanding this ideal. Seen against the background of a ruined Old World, we are a raucously unassimilable lot. We can throttle an epidemic with quite incredible speed. We can unmesh vast skeins of traffic with hardly more of a compass than the intuition we call "know-how." We can put up a bridge with passionate zest for putting up a bridge.

But we have nothing to say to anybody. Our little catalogue of rights and wrongs sounds futile because we have only memorized it, without apparently sensing the infinite complexity of right and wrong. When we talk of our democratic faith, we sound curiously like the announcers on our radios—our lines are all right but we have not endowed them with significance or even meaning. Certain it is that we have persuaded literally no one else of the validity of our political ideals. All we have managed to do is to demonstrate that we enjoy having these ideals because we are fortunate enough to be able to enjoy almost everything besides. The one convincing fact about us is our neighborliness—an ancient legacy of the frontier, which in turn is the soil in which the genial comradeship of our colleges has grown. Yet this neighborliness was not given to us by education. It was the fine fruit of our collective experience.

Live with World as It Is

Nevertheless I am myself prone to think that the humanistic program, even if it could be restored to favor, would not help us greatly. We must live in a world so different from Arnold's that his maxims can serve only to intensify our random indulgence in nostalgia. For us the question is not whether we can dwell with the best that has been thought in the world. We must live with the world as it is; and the most important single characteristic it manifests in the fateful momentum of its urge to hedonism. Here, in covetousness stimulated a hundredfold by the productive ingenuity of science, is the malignant cell from which our tragedy derives. For no matter how often the efforts to satisfy human desire are multiplied, the desire itself remains infinitely greater; and therefore the power to achieve satiety is forever incomparably weaker than the power to emerge from hunger. Thus mankind, unless it can effect an escape from this treadmill, is doomed to ravenous envy and conflict which, though laboriously dammed up in one place, is resolute in erupting in another place. What then could be more potent than that peace cannot come unless man sublimates his hedonism through education?

"Cor nostrum inquietum est." Accordingly one must deem it fortunate that at this very moment old worlds and cultures loom up anew as manifest parts of our heritage—loom up almost as if they had never been discovered previously, as if their destiny had

postponed its fulfillment until now. In these, I think, there is shown for our healing how tense and desperate the drama of good will and evil in human life is, so that our facile optimism may be challenged though not destroyed. Judaism, the great books of the East, the mystical fervor of Islam may, as they gradually form part of the conscious concern of liberal education, well help us to rectify the spirit-killing error of talking about the Man of Neanderthal and the Man of the Renaissance as if between these two no great art of living had been practiced. When we refer to our own Christian past with vague definition and hesitant commitment, we virtually never have in mind that past's proper greatness, which is its ability to make within each man's self a place of light within which the shadows of things that are endure. By this light there has lived the unpurchasable man, the man unfinching in his love of peace, of truth, and of cleanliness. By this light there could again be made to live man who could live with the atom. He might harness this mighty energy as he harnessed a horse in his stable, or in simpler lands places the yoke upon the oxen team. Or let us say, he could put on the raiment of the mysteries of creation because in his humility, his integrity and his love, he was awesomely, well-nigh dreadfully, like the Creator. But if there be no such men any longer, then who shall control? Nothing is simpler, plainer than that man can rule nature only when he is no longer merely natural.

Second, man must live with others. Can he be trained to do so?

I think it may not be amiss to douse a good deal of what has been said on this subject in a bath of irony. We have read that because the airplane now makes it possible to have lunch in London and dinner in Ankara, human beings are closer together and therefore able to understand each other better. If that argument had any cogency in it, people should have understood each other twenty times more adequately when they rode in trains than when they traveled by stage coach. The record doesn't seem to support that contention. Mr. Hitler could get from Berlin to Warsaw in an hour; but it is improbable that anyone will suggest that his sympathetic insight into the nature of Polish culture was in consequence developed. Or we read elsewhere that if we were to sit down and analyze our differences we would arise with an invigorating awareness of ideas and convictions we hold in common. I submit that any man with even a limited matrimonial experience will doubt this. The best thing to do with most differences is perhaps to pretend that they do not exist until, in an hour when they no longer matter, one can look back on them whimsically and wistfully, as one recalls the girl who preferred another boy, or K rations, or the air-raid drill siren which always blew at dinner time.

University's Chief Business

It seems to me that it will be almost the chief business of the University during the next quarter century to develop a theory and practice of inter-group and international understanding. Here is from many points of view unexplored terrain, and only the university can chart it. Little good can possibly come from grants of money and transfusions of energy to movements which are expected shortly to emerge with, say, a settlement of the issues which under white and Negro, or with a recipe for getting along with the Russians. We have, first of all, to remind ourselves anew that the age of Victoria is dead, taking with it veils and bustles. It is our destiny to live in the world which we know as it is. Thus there will be a chance to do something with Germany after we have swept our slogans out the door with the rest of the rubbish, and have again set to work trying to find out who the Germans really are and where they live. There will be an opportunity to get along with the Russians after we find out precisely what a Russian is and therefore how to establish social intercourse with him.

But this painstakingly acquired knowledge, which an American that has even forgotten how to speak and read alien languages desperately needs, is not enough. We must also develop a method of intercultural education. That is an extremely difficult task, because it means teaching mankind how to get on with its second atomic bomb, which is prejudice. Now bias, when it is devoid of venom, happens to be one of the basic forms of human individual-

'U' to Accept All Applicants From Minnesota

All restrictions on admission to the University of Minnesota apply to non-residents of the state only and no restrictions have ever been applied to applicants who are residents of Minnesota, William S. Carlson, dean of admissions, announced again this week.

"The rumor has spread that restrictions have been applied to Minnesota residents, and I think it important that the truth be presented," Carlson said. "Young people who are Minnesota residents are admitted on the same basis they always have been and no change is even contemplated."

He pointed out that in some Minnesota communities it has been reported that a student must be in the upper ten per cent of his high school class to be admitted. Actually, graduation from an accredited high school is all that is required.

"This error arose from someone's having mis-read our rules on admission of students from outside Minnesota," he explained. "We offer some special privileges to students from other states that are in the same 'economic area' as Minnesota. North and South Dakota and Montana are examples. From these areas we consider admission of veterans in the upper 25 percent of their high school class and of non-veterans who are in the upper ten percent. By mistake the last mentioned fact seems to have been misinterpreted as applying to Minnesotans."

Dean Carlson explained that the error was started by a twin city recruiting sergeant who was using the argument that "you can't get into the University of Minnesota anyway and might as well join up."

"The university administration is going to take care of all applicants from the state of Minnesota," he concluded, "and of many from nearby states to boot."

tion. I have a bias in favor of French cooking, but against bouillabaisse. My friend is an ardent admirer of the poems of Walt Whitman, which seem to me to call for editing. Mr. Hutchins entertains a certain amount of aversion to the ideas of Dr. Dewey. These things may not be important in themselves. But of many skeins of them the cloth of intercultural relations is compounded. In what manner shall we go about actually fostering individuation, so necessary if life is to bloom in freedom, and extracting or at least curbing the venom which it seems the destiny of different to distill?

Let us frankly admit that no solution of the problem is in sight. We have looked on while manias, initially unimportant—the Nazis were laughed at in Munich—became fearfully destructive frenzies. But though I have studied the rise and development of that one frenzy with some care, I do not know what could have been done to prevent its spreading. One could now suggest a good many recipes, but one has a feeling of being like a doctor prescribing for a patient who has died. The preamble to UNESCO has one interesting proposal for the future. It declares that by positing the moral solidarity of mankind one can outline a general goal for the human mind to which limited, particular goals will be subordinated. I myself believe that this solidarity is a fact. But the point is whether awareness of that principle can be made sufficiently strong to prevent separatistic fanaticism from ignoring it at any given historical moment.

Surely it is manifest that the university has here, from the point of view of both teaching and research, one of the most vital and interesting of tasks. From it there must go out both realistic knowledge and recommendation for the use of that knowledge. One can only hope that both leadership and endowment will be sufficient. In this domain there is literally no inch of ground which ought not to be studied. We may be able to do, on one level, for example, far more with the exchange of students and teachers than has so far been done. The usefulness of comparative study in the literatures and the social sciences can be tested. We can be resolute in the denunciation of meaningless historical shibboleths, and equally resolute in the promulgation of estab-

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Message from DePuy

Milton W. DePuy, printing department manager, has asked that "Minnesota Chats" express his sincere gratitude for the many messages of good will and farewell he has received since his retirement was announced. In a postcard message "M. W." writes: "Since I talked to you about writing a 'thanks' in Chats I have received a score of grand letters from faculty members. I want you to say how much these friendly sentiments have meant to me. I only hope I have deserved them all—they are deeply appreciated."

Describes Plant Life of South Florida

Dr. W. S. Cooper, professor of botany at the University of Minnesota, spoke recently of his trip to southern Florida where he spent part of the winter studying plant life. The southern end of the Florida peninsula is the only part of the United States supporting tropical vegetation. Seventy-seven kinds of tropical trees live there in a very limited area. Their branches are loaded with air-plants of various kinds, including many orchids. Cacti are also common. One of them is vine-like, clambering up among the branches of the trees. In addition to the tropical flora there are extensive pine forests, cypress swamps, and the great expanse of open marsh known as the Everglades. Florida probably has a greater variety of plant life, and a large number of odd and interesting forms, than any other state in the union, with the possible exception of California.

alization of our hopes. Men abroad have seen Austrian women come out of their damp cellars wearing the face of doom. They have seen the bodies of men who went to their rooms and hanged themselves because they could no longer endure the intimate embrace of despair. Yes, I regret to say that they have seen the corpses of American boys who died by their own hands because the reality about them so dreadfully belied the fanfare which had once egged them on. Surely the time has come to say on all our campuses that freedom is the going of men freely into the service of others, so that guilt itself may not be proved eternal upon the earth.

Practically, we must be concerned with the training of teachers, because it is desperately true that by teachers the young live. We must hope for the progressive development of freedom to garner and transmit information. It must be our constant endeavor to proffer what we can to backward regions of the earth so that their peoples may possess the intellectual implements which we wield as a matter of course. There must be a constant traffic of students across oceans and lands. The treasures of museums and libraries must be made available to all who ask. Great, almost mythical sciences, such as chemistry and medicine, nutrition and physics, must become the unrestricted property of mankind as a whole.

Six hundred years ago, Thomas Aquinas went from Italy to Paris and Cologne because it was a commonplace assumption that the Western World was one. Today a Chinese diplomat presides over the destiny of the United Nations. Can we not hope that in these two random figures a better future of the race is symbolized than that which found expression on the bitterly contested battlefield? We do not wish to rob those who rest in eternal sleep, with the dew on the crosses above their graves, lustrous in the sun, of any splendor of remembrance. It is clear to us also that the enemies of mankind must be fought if necessary on the beaches and in the streets. But we are sure that as the evening comes to all the universities of the world, there is in classroom and laboratory the dream of a morning in which brother will plough beside brother, in all the myriad fields of an earth which is after all so pitifully small, aware of the harvest which can bring their children peace.

End