

## University Welcomes New President — Malcolm Moos



A son of the Gopher State, Dr. Malcolm Moos returns to his alma mater as its tenth President. The search for a successor to President O. Meredith Wilson was not easy. But on July 1, the Board of Regents formally introduced Dr. Moos as President-elect of the University.

At that time, Mr. Lester A. Malkerson, Chairman of the Board, said, "In naming Malcolm Moos as President, we feel particularly fortunate in being able to combine this great breadth of experience in education and government in a graduate and native son of Minnesota. . . . His insight into the administrative problems of a university, coupled with his extensive classroom experience, bring, we feel, remarkable talents to bear on the large assignment he is accepting."

Vice-President Hubert H. Humphrey said, "The University is indeed fortunate to have Dr. Moos as its new President. I have known Dr. Moos for many years as a friend, a leader in academic life, and a government official. He brings to our University the qualities of leadership, scholarship, and administrative ability."

Minneapolis Mayor Arthur E. Naftalin observed, "The appointment of Malcolm Moos as President of the University is great news — for the University, for the City and State and for the new President's many Minnesota friends. He is the right man for the right time, the right person for the right place. . . . In Mac Moos the University has both . . . a leader who can direct the explosive forces of growth and change and a moderator who can preserve the elements that give the University its strength, continuity, and quality."

President Moos, born in St. Paul, graduated from University High School and earned his bachelor's and master's degrees from the University, where he worked under Professor William Anderson, for whom the University recently named a building. In 1942, he received his doctorate from the University of California.

During his career, he has been a speech writer for President Dwight D. Eisenhower, consultant to Presidents Eisenhower and Kennedy and other officials, author of ten books, teacher of political science at Johns Hopkins Uni-

The University meets President and Mrs. Moos.



## New President . . .

versity and other schools, Republican party activist, and advisor on many diverse aspects of state and national government.

He joined the Ford Foundation in 1964 as Director of Policy and Planning and became Director of the Foundation's Office of Government and Law last December. This new Office, which he set up, makes grants to institutions and organizations to help them carry out programs and studies involving many different levels of government and other activities.

While teaching at Johns Hopkins University, he met and married Margaret Tracy Gager of Washington, D. C., who was then a student at Goucher College. They have five children — Malcolm, Jr., 15; Katherine, 13; Grant, 12; Ann, 9; and Margaret, 7.

President Moos confers with Regent Lester A. Malkerson at the first press conference.

# Legislature Appropriates \$153.8 Million

Appropriations totaling \$153,872,451 were granted to the University of Minnesota by an education-oriented 1967 State Legislature for a two-year period which began July 1, 1967.

The total includes \$131 million for the general operations and maintenance of the University and University Hospitals, support of the University Technical Institute at Crookston, and special state appropriations — chiefly for research and public service projects.

Rounding out the \$153.8 million total appropriation is the \$22.8 million allocated for new construction, re-modeling, and land purchase — one-third of the total State building program.

Money provided by the Legislature for general operations and maintenance is the foundation upon which the University's budget is built. The Legislature granted \$51.8 million for the fiscal year 1967-68 and \$59.1 million for the following year. These appropriations, along with other income such as tuition and fees, make it possible for the University to pay the costs of its fundamental work including instructional costs at the Twin Cities, Duluth, and Morris campuses; the cost of operating buildings and grounds; general administrative costs; the cost of libraries; part of the cost of the Summer Sessions and the General

Extension Division; and the cost of operating the various experiment stations and schools.

University officials lauded members of the 1967 Legislature, as well as Governor Harold LeVander, for their wisdom in meeting the increasing needs of the University as demands for its services in the areas of education, research, and public service continue to mount. The combined 1967-69 appropriations exceed by more than \$39 million the total given for the preceding two years.

## Duluth Campus Offers New Graduate Programs

Graduate students at the Duluth Campus now have their choice of ten different master's degree programs, including two new graduate degree programs — the Master of Arts in art and the Master of Science in analytical chemistry.

In addition to these new offerings, Master of Arts degrees are available in education, curriculum and instruction, educational psychology, English, and history. Master of Science programs exist in the fields of organic, inorganic, and physical chemistry.

# Four Named to Six-Year Terms as Regents

The 1967 Legislature appointed four men—two newcomers and two incumbents—to the University Board of Regents for six-year terms.

Of the two newcomers to the governing board, neither is unfamiliar to the University community. One is former Governor Elmer L. Andersen; the other is Dr. Herb L. Huffington, an alumnus of the University's Medical School.

This is the third public service role for Regent Ander-

sen, who is the owner of the H. B. Fuller Company, a St. Paul adhesives firm.

State senator from 1949 to 1958, he served on the Education, Rules, and Finance Committees. He also acted as chairman of the Senate Welfare Committee. He won the governorship in 1960 and served as Minnesota's chief executive until the spring of 1963.

Regent Andersen, who represents the Fourth District, succeeds former Regent Robert E. Hess, who resigned his position as Executive Vice-President of the state AFL-CIO to accept a position in the office of Representative Joseph E. Karth in Washington, D. C.

Dr. Huffington replaces former Regent Bjarne E. Grotum as the representative from the Second District. Immediate past president of the Minnesota Academy of General Practice, he supports the establishment of a second medical school in the state. He himself is one of two general practitioners serving the Waterville community.

Incumbents returned to the board are Regents Daniel C. Gainey, Owatonna, who represents the First District; and Herman F. Skyberg, Fisher, who is from the Sixth District.

Regent Gainey has served on the Board of Regents since 1939 and is the senior member on the Board. In addition to his responsibilities as president and chairman of the board of Josten's, Inc., he is a well-known breeder of Arabian horses.

Regent Skyberg was appointed to his fourth six-year term on the Board. A Red River Valley small grain and potato farmer, he has been a leader in Minnesota farming organizations for a long time. He is an alumnus of the Northwest School of Agriculture at Crookston, which is



Participating in the ceremonies as four new Regents take the oath of office, are, left to right, President O. Meredith Wilson, House Speaker Lloyd Duxbury, Regents Daniel C. Gainey, Herman F. Skyberg, Elmer L. Andersen, Herb L. Huffington, and Charles W. Mayo.

now being phased into the new University of Minnesota Technical Institute.

Recommended for the positions by the Senate Education Committee and the House University and Colleges Committee, the four were approved by a joint session of the 1967 Minnesota Legislature on March 7.

They began their six-year terms of office at the regular meeting of the Board on March 10. After administering

the oath of office, House Speaker Lloyd Duxbury said, "I want to express appreciation to all of you for the service you give to the people of Minnesota. We look to you as representatives of the State and expect you, the highest body governing higher education in the State, to come up with suggestions for further action.

"The Legislature looks to you for advice and serious study. We appreciate your concern for all areas of education and your willingness to explore problem areas. You have responsibility, and the legislature expects you to exercise that responsibility."

Dr. Charles W. Mayo, then Chairman of the Board of Regents, and University President O. Meredith Wilson also participated in the ceremony.

President Wilson said, "Nothing is so significant as being a member of this Board. You have been designated by your representatives to one of the most responsible obligations. The achievements of the University will be your only reward for the hours and energy you spend and the devotion you display. The citizens of the State should be proud."

Numbered among the twelve Minnesotans currently serving on the Board of Regents are four businessmen, two lawyers, two farmers, two doctors, one newspaper executive, and one housewife.

In addition to those recently elected, members of the Board are Lester A. Malkerson, Minneapolis, Chairman; Albert V. Hartl, Fergus Falls; Marjorie J. Howard, Excelsior; Fred J. Hughes, St. Cloud; Charles W. Mayo, M. D., Rochester; William K. Montague, Duluth; George W. Rauerhorst, Olivia; and Otto A. Silha, Minneapolis.

# Dads' Association Informs Parents

Activities of the Dads' Association are helping its members to know more about the school their sons and daughters attend.

Membership in this organization is open to all parents of University students. The annual membership fee is \$3.00. However, for \$10.00 parents can become sustaining members of the Association, an affiliation which is active as long as they have children attending the University, whether this attendance is consecutive or not.

Although most of the Association's activities are based in the Twin Cities, it has members from all parts of Minnesota and neighboring states, as well as from distant points in New York and California. Of its 2,200 members, 700 joined this year.

Current officers of the Dads' Association are Mr. Walter J. Kofski. President: Mr. Robert Primus. Vice-President: Mr. John Karayusuf. Vice-President: Mr. Alfred Kephart.

Secretary; and Mr. Bernard Maher. Treasurer.

Association Coordinator Peggy Bartels explained that most of the organization's activities aim to fulfill its function as a means of intercommunication between parents and the University.

The Association will sponsor coffee hours in Coffman Union for parents during orientation periods both winter and spring quarter. University staff members will be present to answer questions.

Parents of University students will also have an opportunity to discuss collegiate topics with University faculty and administrators at informal meetings held at various state locations. Definite plans and sites for such meetings are pending until local arrangements can be completed.

In addition, the Association will continue its regular series of monthly meetings on the Twin Cities Campus.



New University students tossed paint on the St. Paul Campus Mall during Welcome Week this fall. Other activities designed to acquaint new students with the University and with each other included freshman camp, convocations, buffets, and a pep fest.

## Commencement To Be Televised

About thirteen hundred students will receive degrees at Fall Quarter Commencement, which is scheduled for 7:30 p.m. on Saturday, December 16, in Northrop Memorial Auditorium. The event will be telecast live over KTCA-TV, Channel 2, Twin Cities; KFME-TV, Channel 13, Fargo-Moorhead; WDSE-TV Channel 8, Duluth; and KWCM-TV, Channel 10, Appleton. Special viewing rooms will be designated in Coffman Memorial Union for guests of the graduates.

Commencement speaker will be Dr. Paul N. Ylvisaker, who is presently Commissioner of Community Affairs for the state of New Jersey.

### CAP AND GOWN DAY PROGRAMS

Copies of the 1967 University of Minnesota Cap and Gown Day program, which lists all student honors, scholarships, grants, and awards for the academic year 1966-67, are available free to parents.

Complete the order blank below and send it to:

*Department of University Relations, 220 Morrill Hall,  
University of Minnesota, Minneapolis, Minnesota 55455.*

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## REPORTS . . .

### From Your University of Minnesota

Volume 50

Number 1

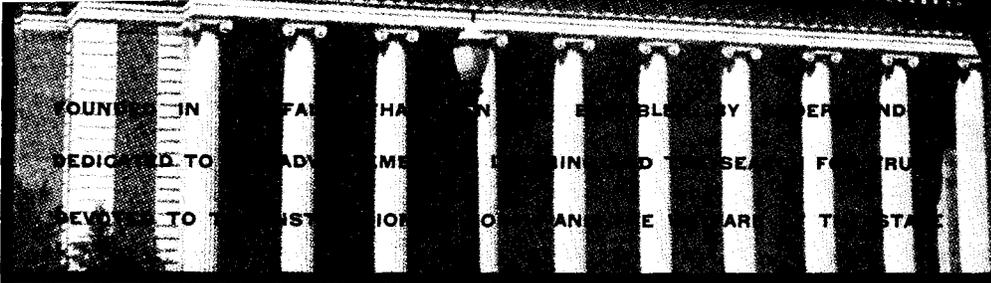
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FROM YOUR UNIVERSITY OF MINNESOTA

ARCHIVES

## Friends Endow Kappel Professorship

A \$500,000 endowed chair, the Frederick R. Kappel Professorship in Business and Government Relations, has been given to the University by the University of Minnesota Foundation.

Mr. Kappel, a native Minnesotan who was one of the founding trustees of the Foundation, recently retired as Chairman of the Board of American Telephone and Telegraph Company, the world's largest corporation. A 1924 graduate of the University, he was awarded an honorary Doctor of Engineering Degree from his alma mater in 1966.

More than one hundred and fifty donors—friends and admirers of Mr. Kappel, corporations, and foundations interested in further study in the area of business-government relations—contributed funds to help endow the chair and further contributions are still being received. Head of the 13-man fund-raising committee is Mr. Sidney J. Weinberg of Goldman, Sachs and Company of New York.

At the November meeting of the Foundation in New York, Mr. Weinberg presented almost all of the needed funds to Mr. Carlyle E. Anderson, Chairman of the Foundation's Board of Trustees, who presented them to University President Malcolm Moos.

In describing the purpose of the chair, which will be located in the School of Business Administration, Mr. Anderson said, "The extraordinarily diverse economy of this country cannot be thought of as having only two parts, public and private enterprise.

"The term 'business' is an abstraction for a multiplicity of institutions organized for profit. 'Government' applies to many lawmaking, executive and judicial bodies and agencies besides those at the federal level. The functioning of all these entities involves the interplay of complex market forces, political processes, and both profit-oriented and non-profit activities."

These relationships are continually changing, he added, with new concepts of the social responsibilities of both business and public agencies appearing. In addition, the position will provide an important avenue for interchange between the academic and business communities.

Mr. Weinberg commended the University for "recognizing the need for more knowledge in the area of business and government relations and for exciting action in this vital area by creating a professorship in this field."

He charged University officials to continue their search for an outstanding man with experience in both government and business to occupy the Kappel Chair, a man who



University President Malcolm Moos presents a citation to Mr. Sidney J. Weinberg for his leadership in establishing the Kappel Professorship.

will make the Committee proud to have played a part in providing some of the funds for the Professorship.

In accepting the gift from Chairman Anderson, President Moos said, "I have very strong feelings about the need for support of public universities in endeavors of this nature, because truly the distinction between the private and the public university is now almost an academic matter.

"A chair of this nature, particularly one bearing the name of a man who has been a leading figure in the world of industry for the last quarter of a century, will mean a great deal to this institution in the years to come, if we are to be competitive in bringing the best people to make this kind of marginal difference, to get distinction, to get quality."

Now the search begins for a professor to occupy the Kappel Chair, the first of twenty such chairs hoped for by the Foundation. It is hoped that an occupant will be found by next fall; he will hold this position until he retires or leaves the University.

College of Biological Sciences

# The Science of Life

by Richard S. Caldecott, Dean  
College of Biological Sciences



*Man's future is tied to a better understanding of biology.* Many of you reading this article took your first course in biology when it was taught in a highly descriptive way—that is, students examined the complexities of living species by looking at the structure of cells, organs, and whole organisms. Much time was devoted to learning names of elements of these structures; relatively little attention was directed to how living organisms function.

The sophisticated instrumentation, and the biochemistry and physical chemistry which make possible the study of both structure and function did not exist a few decades ago. However, in the last thirty years major breakthroughs have enhanced our capacity to explore and examine the structure and functioning of living matter at the molecular, cell, organism, and population levels.

The new knowledge acquired and the new methods developed for acquiring further knowledge have extended dramatically our scientific understanding of the nature of life. *This new understanding, based on new knowledge and new methods of study, is what the College of Biological Sciences is all about.*

There are two fundamental reasons why this new College was established:

*First*, the scientific community recognizes the dawning of an era in bio-science that will dwarf any other era in history in its significance to man. This occurs at a time when man seeks urgently for solutions to numerous personal and social problems related to the quality of our life and environment.

Advances by social scientists grappling with societal problems quite possibly will need to be accompanied or slightly preceded by advances in biology, particularly as biological knowledge gives insight into management of our environment and of population behavior.

*Second*, an imperative of an outstanding university in this era is that it assume leadership, now, in the field of bio-science. Such leadership is possible only to a university which organizes its biological scientists to promote innovation in instruction, research, and public service.

The University of Minnesota is such a leader. By creating the first College of Biological Sciences in the nation as soon as there was recognition of the important role these sciences were to play in man's future, our University has pioneered a course of action now emulated by other universities.

The College of Biological Sciences at Minnesota brings together in one unit basic bio-science departments from different colleges of the University. The faculty members of these departments, though separated administratively,

were related to one another scientifically and philosophically by their work. They recognized the need for a unified effort in all aspects of basic biology, and they were eager to help found a college with that objective.

Thus, they rapidly organized their new College to include Departments of Biochemistry, Botany, Ecology and Behavioral Biology, Genetics and Cell Biology, and Zoology. In addition, they helped establish a number of intercollegiate graduate programs, drawing on the talents of faculty from most of the collegiate units of the University.

The new College will add departments and programs only as there is an obvious need for them. At present three important areas of basic biology are effectively managed by joint efforts of faculty members from the College of Biological Sciences and the Colleges of Medical Sciences; Veterinary Medicine; and Agriculture, Forestry, and Home Economics.

These arrangements unify efforts of biological scientists wherever they are located in the University. They also facilitate communication between the College of Biological Sciences and other professional colleges closely involved in bio-science.

The College of Biological Sciences serves the whole University in well-defined ways.

It seeks to provide the opportunity of gaining a basic understanding of biology to students wishing a liberal education. This equips them to better understand biological challenges confronting man now, as well as perplexing problems that lie ahead.

The College also aims to provide or facilitate availability of basic bio-science course sequences needed to undergird both undergraduate and graduate programs in a number of colleges at the University.

For both of these tasks, there must be a significant increase in both faculty and physical facilities in the College.

Finally, the College works within its own collegiate structure to develop students who have the physical and biological science background necessary to achieve the scientific breakthroughs which will help man to master such diverse problems as disease control, aging and population control and yet have a biological environment suitable for his habitation and gratification.

Minnesota's new College of Biological Sciences seeks to assure national leadership for our University in organizing and transmitting new knowledge, in addition to that knowledge through basic research, and in educating students who can leave their University prepared to assume an enduring leadership role as bio-scientists or enlightened citizens.

# MacPhail Center Extends Music Education

High school band directors brushing up instrumental technique . . . shy six-year-olds trying out their first scales . . . stenographers limbering up in a modern dance routine . . . teenagers intent on the intricacies of a string quartet . . . grandfathers investigating sounds of modern music . . . aspiring executives learning the fine points of business law — these are all part of the public served by the MacPhail Center for the Performing Arts.

The old MacPhail College and School of Music, which provided the Upper Midwest with quality music education for sixty years, officially became part of the University on July 1, 1966, a gift from the MacPhail Board of Trustees. At this time, formal college work at MacPhail was discontinued.

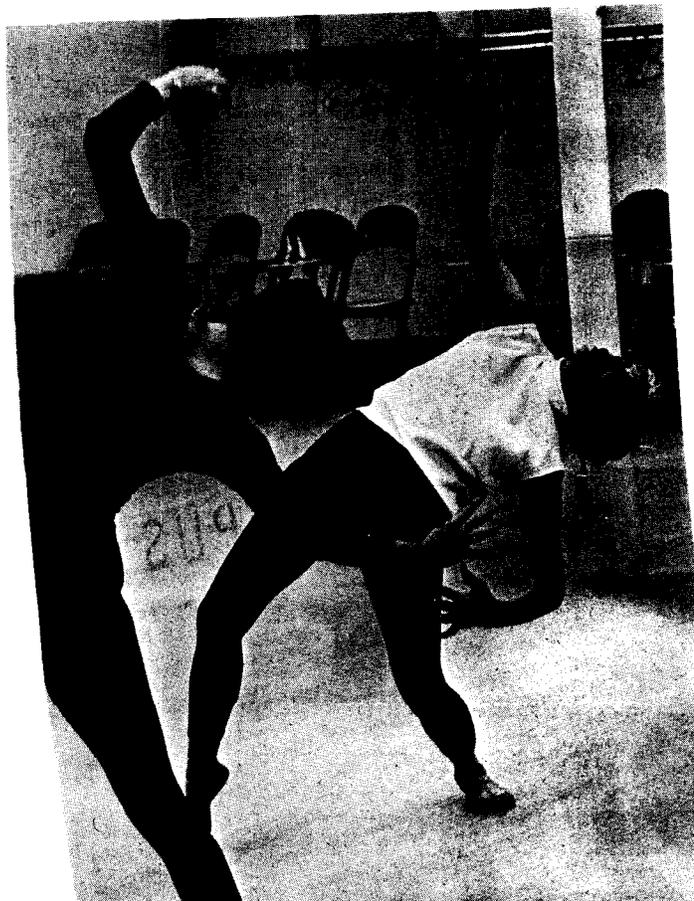
In the two years of discussion preceding this move, administrators of both schools agreed that such a partnership would strengthen the efforts of both in music and music education, as well as enhance Minnesota's national reputation as a leader in the arts.

A unit of the General Extension Division, the Center functions primarily as the extension arm of the Music Department. A program of evening classes, both in music and nonmusic subjects, is also part of its activities.

The first year was one of transition. Activities continued much the same as before while the partners got used to the new relationship.

The second year of operations is one of trying out ideas, of experimenting with all sorts of things, according to Mr. William G. MacPhail, Director of the Center.

Assistant Professor Margret Dietz of the Department of Physical Education demonstrates a movement in her dance class at the MacPhail Center.



Mr. Richard E. Sieber, Coordinator of Continuing Music Education, said, "Defining the function of the MacPhail Center is not easy, because it covers the broad expanse from simple applied lessons to complex thought processes."

Mr. MacPhail described the Center's present operations: "We're doing what we were — but adding institutes, workshops, and research." This includes about 1500 lessons by 97 teachers weekly in all orchestral instruments, voice, accordion, dance, public speaking, and eurhythmics.

Dean Willard L. Thompson of the General Extension Division observed that although the Center's location in the hub of downtown Minneapolis makes many of its activities easily accessible to the Twin Cities public, the University is committed to extending its resources to the entire State.

Mr. MacPhail said, "The University has been very cooperative and anxious to develop new programs — particularly those relating the Music Department and the MacPhail Center to the State and even the nation, a trend consistent with President Moos' statement that 'the University must go to the community instead of insisting that the community come to it.'"

Top-grade applied music lessons are very important, but the improvement of music education, both in specialized places like the MacPhail Center and in public schools generally, is also of major concern. Educators are trying to find out how much factual musical knowledge young students can absorb, how to make development of musical talent less a matter of chance. Mr. Sieber said that the answer to these problems might prove to be "the thin line between discovery and nondiscovery of real music genius."

Included in these efforts to extend music education to the public are instrumental institutes in such cities as Rochester and Morris, which make instructors from the University and the Minneapolis Symphony Orchestra available to high school musicians and band directors. These institutes are also held in the Twin Cities.

A number of current programs are helping to train music teachers. Among these is an effort to aid piano teachers to meet the certification requirements of the Minnesota and National Music Teachers Association.

Last fall at the Minnesota Education Association meeting, Associate Professor Frank P. A. Benciscutto and Assistant Professor Charles Schwartz of the Music Department conducted respectively a band and chorus of high school instrumental and vocal instructors. The enthusiastic response to this prompted starting a course, offered through the General Extension Division, for directors to renew performance skills and read new music.

Another area of music research probes the possibilities of stimulating the musical aptitude of the preschool child. A "Music in Miniature" program planned for 1968 hopes to show what can be done to develop music skills in the kindergartner. Concepts derived from this project will help the Music Education Department to plan its curriculum offerings.

Also gaining momentum are ideas for a fine arts high school — not a full-time basis, but rather, similar to the work-study programs now found in secondary schools. This will take several more years of study and development, but might prove an excellent means of stimulating young talent.

# University Celebrates 117th Birthday in Your Living Room

A break with tradition will mark the University's 1968 observance of Charter Day, one of its most tradition-steeped events.

An hour-long telecast will replace the familiar convocation in Northrop Auditorium. In the past, this event was fitted into the busy weekday schedules of work and classes and often featured a distinguished speaker and an impressive group of platform guests.

Now staff members, students, parents, legislators — everyone who is interested in the University of Minnesota — can settle down in a favorite chair to watch "Charter Day — 1968" at 5:30 p.m. on Sunday, March 3, over one of the following stations: KTCA-TV, Channel 2, Twin Cities; KFME-TV, Channel 13, Fargo-Moorhead; WDSE-TV, Channel 8, Duluth; and KWCM-TV, Channel 10, Appleton.

This program, a highlight of University of Minnesota Week (February 25-March 2), will offer a prime opportunity to get better acquainted with some of the people and activities which are part of the University.

Appearing on the program will be University President Malcolm Moos; Regents' Professor of Anthropology E. Adamson Hoebel and Regents' Professor of Physics Alfred O. C. Nier; Mr. Robert R. Verbrugge, St. Paul, President of the College of Liberal Arts Intermediary Council; Mr. William C. Newell, White Bear Lake, President of the Minnesota Student Association; and Mr. Peter M. Ramme, Rochester, President of the Duluth Campus Student Association. Coordinating their discussion of current educational problems will be Dean E. W. Ziebarth of the College of Liberal Arts.

Film footage featuring activities on all University campuses will precede the discussion. At the close of the program, an ROTC member will cut the traditional birthday cake with his saber. University Homecoming Queen Joan

Ozark will serve President Moos the first piece of the cake, which this year denotes 117 years of teaching, research, and service to the State by the University.

Producer for the program is Mr. Robert P. Boyle, Special Projects Director for the Department of Radio and Television; Director is Mr. Larry T. Morrisette, Assistant Director of KTCA-TV Special Projects. Filming was done by Cameramen James H. Butler, Principal Communications Technician in the Audio-Visual Educational Service; Walter Monroe of Monroe Film Studio, Morris; and William Snyder of Bill Snyder Films, Fargo.

Assisting in planning the campus film sequence were Assistant Professor Julian B. Hoshal, University Relations Representative at Duluth; University Relations Representative Richard J. Welsh at Morris; and Director Stanley D. Sahlstrom of the University Technical Institute at Crookston.

## Commencement to be Televised

About one thousand students will receive degrees at Winter Quarter Commencement which is scheduled for 7:30 p.m. on Saturday, March 16, in Northrop Memorial Auditorium. The event will be telecast live over KTCA-TV, Channel 2, Twin Cities; KFME-TV, Channel 13, Fargo-Moorhead; WDSE-TV, Channel 8, Duluth; and KWCM-TV, Channel 10, Appleton. Special viewing rooms will be designated in Coffman Memorial Union for guests of the graduates. Graduates, their parents, and guests are invited to attend the President's reception in the main ballroom of Coffman Memorial Union following commencement exercises. The Reverend Colman J. Barry, O.S.B., President of St. John's University in Collegeville, will be the speaker.

## REPORTS . . .

### From Your University of Minnesota

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## UMD 'Comes of Age'

The University of Minnesota, Duluth (UMD) has "come of age."

It was 21 years old on July 1, a vibrant campus whose administrators, faculty, and student leaders are spending much time and thought these days planning for an even more meaningful future.

When President Malcolm Moos first visited UMD last winter, he predicted that it would become a "showcase campus."

"I expected to find an exciting, adventurous institution, but it's far beyond my expectations," he declared.

President Moos was impressed with UMD's interconnected buildings which provide year-around efficiency and comfort, its art gallery, planetarium, and library. The atmosphere, he said, was conducive to "creativity in higher education."

The first classes met in the newly opened Science Building in the fall of 1950. Since then, 17 major structures have been built at a cost of \$18 million. Another \$6 million has been authorized for construction this biennium.

UMD has had strong support from private as well as legislative sources. Gifts to the campus now total more than \$1.5 million, not including the 200 acres of land in the east end of Duluth. Private support helped build Kirby Student Center, the Alworth Planetarium, Tweed Gallery, UMD Campus Club, and Griggs Field, and made possible the placement of the bronze statue of Sieur du Luth in Ordean Court near the entrance to Tweed Gallery.

Eighty percent of UMD students come from Duluth and the nine-county area of Northeastern Minnesota. In its first 21 years, UMD's enrollment has increased more than 250 percent — from 1,432 to almost 5,000. By 1970, enrollment is expected to reach 5,800.

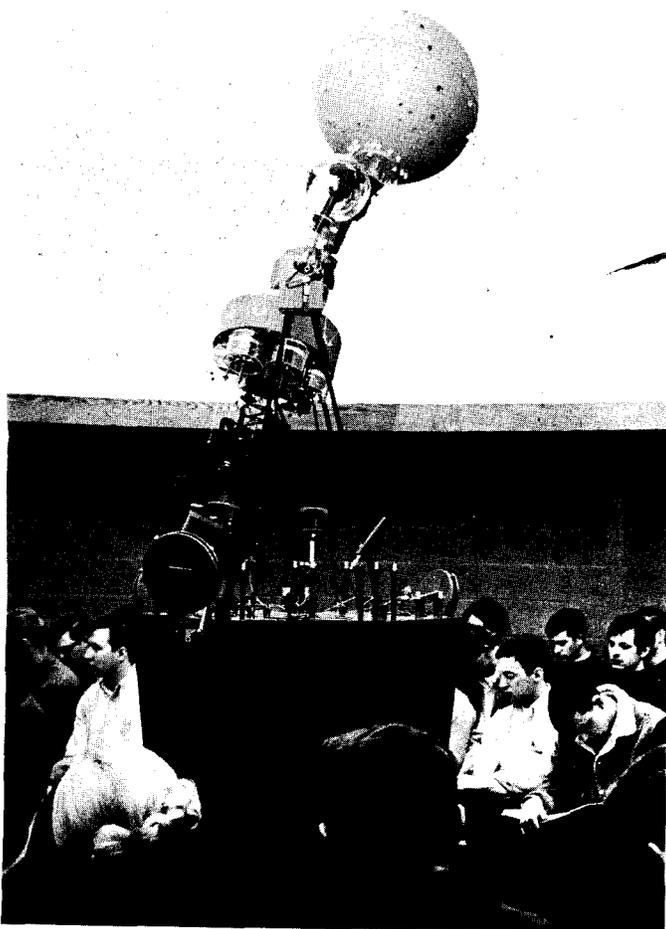
In addition to day students, more than 1,200 men and women take evening classes at UMD through the University's General Extension Division. During its two Summer Sessions, UMD serves more than 2,500 students from Minnesota and other states in the nation. This means that UMD annually serves almost 9,000 students.

In 1947, four-year Bachelor of Arts and Bachelor of Science degrees and a two-year diploma were offered. Today, UMD students can earn Associate in Arts, Bachelor of Arts, Bachelor of Science, seven Master of Arts, and eight Master of Science degrees.

Students now can choose from more than 1,200 courses in 34 major fields, plus classes in 18 preprofessional areas and Air Force ROTC.

Provost Raymond W. Darland recently noted that while UMD has "made the most of opportunities which came our way during the first 21 years of the new campus, we now must gear our thinking and planning to provide for the needs of students who will be crowding the campus during the next two decades and beyond."

Current planning centers in two committees appointed by Provost Darland — the Long Range Planning Committee on Purpose and Scope with Academic Dean Thomas W. Chamberlin as chairman, and the Long Range Planning Committee on Physical Facilities with Assistant to the Provost Robert L. Heller as chairman.



UMD students attend an astronomy class in the Marshall W. Alsworth Planetarium.



A student teacher lectures before a television camera.

## Duluth . . .

The administrators, faculty, and students represented on these committees have been meeting for a year, fashioning plans for UMD which will relate its future growth to the higher educational needs of Northeastern Minnesota, to the overall needs of the University of Minnesota in terms of its space-enrollment problems, and to the continued expansion of state colleges and junior colleges.

"While we have a firm commitment to provide the best possible opportunity for a college education for the young men and women in our region, we must think, too, of the statewide picture," Provost Darland declared.

"We want to make UMD a unique campus of the University with its own special academic offerings, research and community service projects. At the same time, we hope our plans for the future will be part of a new program for higher education which will insure equal opportunity for each Minnesota student to reach his maximum potential as an individual and citizen."

## Morris Campus Offers Liberal Arts

Authorized in 1959 as an experiment in higher education in West Central Minnesota, the University of Minnesota, Morris, has developed into a full-fledged liberal arts college of the University with five graduations behind it and an ever-broadening source of students. In the first few years, the majority of the students naturally came from West Central Minnesota counties, but now almost every county in the state is represented in a college of the University which, in the words of its provost, is "pledged to excellence, committed to students."

Located 150 miles west of Minneapolis, UMM came into existence in 1959 when the University Board of Regents, recognizing the need for a liberal arts college in West Central Minnesota, authorized collegiate instruction at Morris to begin in September, 1960. Classes were phased in year by year until in 1963 UMM became a full four-year institution.

As a liberal arts college of the University of Minnesota, the University of Minnesota, Morris, shares the major purposes of the University as a whole—instruction, research and service—and provides a program in the liberal disciplines fundamental to each of these purposes. The instructional program has been developed within the liberal arts concept of a broad academic curriculum, dedicated to providing the student with a sound background in the three basic areas of knowledge—the humanities, the social sciences, and the natural sciences. Within this framework, the institution seeks further to develop a distinguished teacher education program and to meet its obligations of community services. The collegiate program offers basic preparation for most of the professions, business, teaching, the creative arts, and several specialized occupational areas. Nineteen academic majors and preprofessional programs in more than twenty areas are included in the current curricular offerings. The University of Minnesota, Morris, utilizes a selective admission policy and seeks to maintain the same standards of

academic instruction and faculty preparation which have always characterized the University of Minnesota.

The instructional responsibility at UMM rests with a competent, dedicated faculty best characterized by its youth, enthusiasm, and a wealth of educational experience. Potential scholarly promise and special aptitudes for teaching are the major considerations in faculty procurement. Careful consideration has been given to the selection of faculty representing varied educational, cultural, ethnic, and religious backgrounds. Faculty members have been drawn from throughout the nation and from several foreign countries, and hold degrees from more than 50 American universities and from a number of foreign institutions. During the 1967-68 academic year, the teaching and administrative faculty numbered 80, of which 40 percent held doctoral degrees.

In the fall of 1967, the University of Minnesota, Morris, student body numbered 1,107, including 397 new freshmen. Students came from 83 percent of Minnesota's counties and represented 259 Minnesota high schools. Sixty-two percent of the student body originated from beyond a 35-mile commuting radius and more than 80 percent lived in campus residence halls or in rented rooms in the community of Morris.

Because of an increasing understanding of the nature and number of educational opportunities offered on the Morris campus, an academically talented group of young men and women has been attracted to UMM. In the fall of 1967, 95 percent of the entering freshmen had graduated in the upper half of their high school classes, 67 percent in the top quarter and 32 percent in the top tenth.

On the campus, faculty and students in an informal atmosphere are currently engaged in a number of programs designed to further individualize and enhance learning exper-

*(continued on page 4)*

# Technical Institute at Crookston Graduates First Class

In the fall of 1966, the University of Minnesota opened its doors to a new and different concept of college education on a ready-made campus formerly occupied by the Northwest School of Agriculture at Crookston, Minnesota. The new Technical College, offering two-year programs in Agriculture, Business, and Food Service Management, grew rapidly and this June graduated its first class. The first 72 graduates who received their degrees June 7 found many opportunities waiting for them in the fields of agriculture, agriculture-business, and business.

The objectives of the college programs at Crookston are characteristic of technical education everywhere. The programs aim to develop in the student an attitude of intellectual curiosity and an appreciation of education as a continuing process, to help him toward a better understanding of himself and others, to prepare him for entrance into occupations at the technical or semiprofessional level in his chosen field, to assist him in improving his sense of social responsibility, and to prepare him for constructive use of leisure time.

A total of 187 students matriculated at the college in the fall of 1966 as its first class. In the second year 315 students were on hand for the beginning fall quarter classes. Projected enrollment figures indicate that at least 400 students will be attending classes on a regular basis in the fall of 1968. The college is coeducational and will be adding new programs as the need for them develops. An Advisory Committee of leaders in agriculture and business serves as a guiding force with the administrators of the new college.

More than 125 Minnesota cities and towns were represented by one or more registrants during fall quarter of 1967. The greatest concentration of enrollees is from northwestern Minnesota, with central Minnesota and the Twin Cities contributing substantial numbers. A small number of collegians are from out of state, coming from Montana, North Dakota, Wisconsin, and Alaska. The ratio of men to women is approximately six to one.

The University of Minnesota Technical Institute has three major divisions of study — Agriculture, Business, and Food Service Management. The Agricultural Division offers programs which lead to the associate degree in Agricultural Business Administration, Agricultural Engineering Technology, Agricultural Production, or Agricultural Science Technology. In Business the A.B. degree may be earned in Accounting, Marketing, Executive Secretarial, or Small Business Management. Food Service Management has been added to the curriculum in the 1967-1968 academic year. It is designed to prepare men and women for supervisory positions which require skills and knowledge in food preparation, in business, and in human relations.

General Education courses support the curriculums of the other divisions. To administer and promote the curricula the college has employed 48 full-time and part-time faculty. Part of these have become available as a result of a very fine working relationship which the college has with the Univer-

sity of North Dakota at Grand Forks and with Corbett College at Crookston.

A number of different and specialized services have been built into the programs offered at the Institute. The college maintains a very fine and well-coordinated student affairs office which administers programs for students with special needs. Four counselors and a psychologist administer to the academic and personal problems of students on a low student-to-counselor ratio. Every worthy student at the college who needs financial aid will receive it through a complete and variable program that includes work-study, federal educational loans and grants, scholarships, and private funds.

A new facility, begun last fall, is a complete Reading Improvement and Study Skills laboratory where students who enroll may work 30 hours a week on self-improvement. The lab is equipped with tachistoscope, control readers, instructional tapes, films and individual readers. Comprehensive listening and note-taking skills are taught, and students receive instruction in "how to study."



Instructor Clayton R. Oslund directs a biology experiment at the University of Minnesota Technical Institute.

A recent generous grant from the Hill Family Foundation of St. Paul is financing an unusual cosponsored Humanities course being offered by Minnesota Tech and by Corbett College, a private junior college operated by the Benedictine nuns. Students from both schools are enrolled in the course which meets on the Technical Institute Campus.

There is an active Student Senate that serves in a cooperative role with the faculty in promoting the best possible total program for students on the campus. This cooperative venture has resulted in the development of clubs for various interest groups, two publications for the campus, and an opportunity for participation in theater and music. A close working relationship with a committee of Crookston clergymen has resulted in the development of an ecumenical Chris-

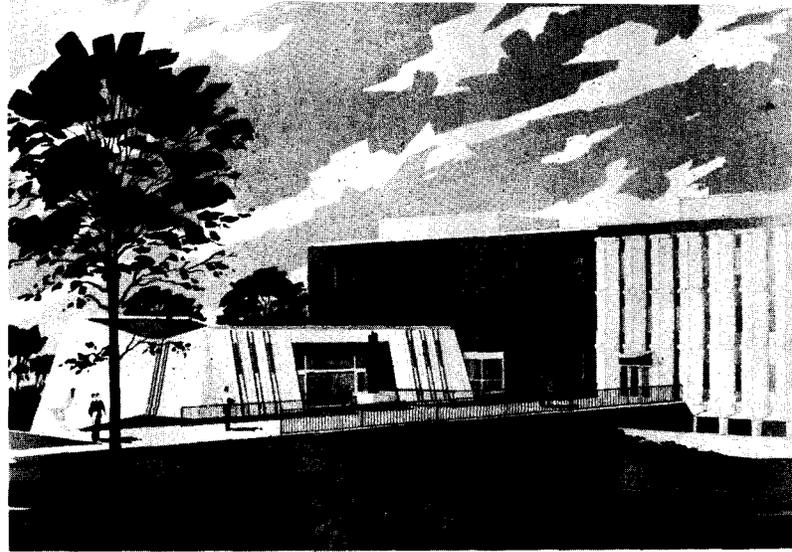
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## Morris . . .

iences. Examples of these innovations are a recently developed Seminar-Honors Program available on a self-selection basis to all incoming students; the introduction of tutorial instruction; the development of a pass-no record system to be implemented during the 1968-69 academic year; and the availability of independent research under the guidance of skilled faculty members for significant numbers of interested, qualified students.

The college continues its efforts, not only to meet its responsibilities to enrolled students, but also its obligation to the general public from which it derives its vitality. The program of formal evening and summer session courses continues to provide opportunities for hundreds of citizens with varied backgrounds to carry college course work. The music, drama, convocation and other special events provide a wide range of meaningful cultural and educational experiences for area residents. In addition to the many University sponsored events and activities, the facilities of the campus are extensively used by area residents for locally and regionally sponsored meetings, clinics, workshops and recreational events.

While many disciplines and most certainly individual faculty members have pursued their educational responsibilities well beyond the limits of the campus, perhaps the most impressive example of the University of Minnesota, Morris' outreach and impact on surrounding communities is the wide variety of productive relationships which have developed between UMM and elementary and secondary schools throughout West Central Minnesota. The University's sponsorship of institutes, workshops, educational meet-



An architect's drawing shows the new Science and Classroom Building at the University of Minnesota, Morris.

ings and specialized curricular offerings has had a most significant impact on education at all levels throughout the area.

A sound liberal education for each student is the primary objective of the University of Minnesota, Morris. A liberal arts college of this size is not intended to meet the needs of all college-bound students, but rather to attempt to handle one very necessary area well—to educate students at the undergraduate level in liberal arts. Such an education develops in the student a desire to search for truth and to provide the means to carry out that search objectively and efficiently. The development of the student—his character, his talents and interests, his ability to think critically and imaginatively and his desire to explore the rich variety of knowledge—is the most profound concern of the University of Minnesota, Morris.

## Crookston . . .

tian movement on the campus. This committee from various denominations works with all the students who wish to participate in religious activity.

As the new college looks ahead, plans include the building of dormitories and new classroom buildings and the remodeling of older structures that have served the Northwest School of Agriculture for many years. An optimistic, enthusiastic spirit pervades the campus which is pioneering in the development of collegiate technical education to better serve all the youth of the state.

### CAP AND GOWN DAY PROGRAMS

Copies of the 1968 University of Minnesota Cap and Gown Day program, which lists all student honors, scholarships, grants, and awards for the academic year 1967-68, are available free to parents.

Complete the order blank below and send it to:

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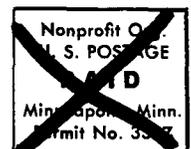
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