

UNIVERSITY OF MINNESOTA  
DEPARTMENT OF UNIVERSITY RELATIONS  
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AUGUST 13, 1966

*Handwritten initials*

FACT SHEET: Materials contained in this FACT SHEET are for release at 4 p.m., Pacific Coast Time, and at 6 p.m., Minnesota time, on Saturday, August 13, 1966. They are to be used in connection with an announcement by the Center for Advanced Study in the Behavioral Sciences, Stanford, California.

SUBJECT: The announcement, by the Center for Advanced Study in the Behavioral Sciences, of the appointment, as its Director, of Dr. O. Meredith Wilson, President of the University of Minnesota, beginning July 1, 1967.

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## I. THE CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES

What it is: The Center is a new kind of institution for the study of human behavior. Post-doctoral research is conducted by some 50 scientists and scholars in the behavioral sciences, in an atmosphere of freedom and isolation from the normal duties and distractions to be found in colleges and universities.

When started: Fall, 1954.

Where it is: The Center is at Stanford, California, near Stanford University but unconnected with it.

Physical setting: The campus, situated on a bluff 300 feet above the Pacific, combines a beautiful natural setting with a number of simple, modern one-story buildings featuring redwood and glass exteriors. Here are study spaces for 50 scholars, rooms for seminars and for laboratory work, a library, and a lunch room.

Who attends and for how long: Scholars in the behavioral sciences are given leaves of absence from their own institutions to attend the Center, generally for a year. (A few stay for two years; some stay for shorter periods.) "Behavioral sciences" is given the broadest possible interpretation, and includes not only such fields as sociology, psychology, and anthropology, but also law, political science, economics, business, history, philosophy, mathematics, biology, humanistic studies, and others. Those selected are either outstanding creative thinkers in their field, or are the most promising of the younger scholars.

Funding: Those selected to attend are paid their regular salaries for the period they are at the Center. The Center was started with Ford Foundation funds but now is financed by various other sources as well.

Staff: Director of the Center since its opening has been Dr. Ralph W. Tyler, former dean of the Division of the Social Sciences at the University of Chicago. There is no faculty as such; an administrative and maintenance staff of around 40 persons includes secretaries, library aides, kitchen help, and gardeners.

Purpose: To develop the general field of the behavioral sciences as fully as possible by permitting creative scientists and scholars to take a year off from their regular duties to work and study together intensively in one place. The objective is a fuller understanding of human behavior. The Center's hope is to help provide a greater number of highly qualified scholars in the behavioral field for the staffs of universities, to increase the competence and creativity of present faculty members, and to further the development and integration of the behavioral sciences.

Work schedule: No office hours or attendance at meetings are required. Each participant is free to work in ways of his own choosing. There are no pressures of deadlines, classes to meet, conferences. A program of seminars is decided on at the beginning of each year so that fellows can present their work for discussion; however, attendance is completely voluntary. Otherwise, the exchange of ideas takes place informally. "Freedom is deemed the rarest and most important opportunity that the Center can provide for the scientist," Director Tyler has said.

How administered: The Center is incorporated as a non-profit corporation in the state of California. It is managed by a Board of Trustees headed by Chairman Paul H. Buck, Pforzheimer University Professor of History and Director of Libraries, Harvard University. Other members of the Board are Donald C. Cook, president, American Electric Power Service Corp.; Caryl P. Haskins, president Carnegie Institution of Washington, D.C.; Robert K. Merton, professor of sociology, Columbia University; Robert R. Sears, professor of psychology and dean of the School of Humanities and Sciences, Stanford University; Frank Stanton, president of Columbia Broadcasting System; Logan Wilson, president, American Council on Education; and O. Meredith Wilson, president, University of Minnesota.

II. DR. O. MEREDITH WILSON -- BIOGRAPHICAL MATERIAL

BORN: Colonia Juarez, Chihuahua, Mexico, September 21, 1909

PARENTS: Guy Carlton Wilson  
Melissa Stevens Wilson

MARRIAGE: Married Marian Wilson of Ogden, Utah, August 31, 1938

CHILDREN: Owen Meredith, Jr., Constance (Mrs. David J. Bennion),  
Mary Anne, John Carlton, David Oakley and Margaret

DEGREES  
AND

AWARDS: Brigham Young University, B.A., 1934  
University of London, graduate work, 1936-37  
University of Heidelberg, Germany, graduate work, 1936  
University of California, Ph.D., 1943  
Lewis and Clark College, LL.D., 1959  
Reed College, LL.D., 1960  
Carleton College, LL.D., 1961  
Macalester College, LL.D., 1962  
University of Utah, LL.D., 1962  
University of North Dakota, LL.D., 1963  
University of Notre Dame, LL.D., 1964  
College of St. Thomas, Litt.D., 1964  
Brown University, LL.D., 1964  
University of California, LL.D., 1965  
Yale University, LL.D., 1965

POSITIONS: 1937-42 - Assistant Professor, Brigham Young University  
1942-44 - Assistant Professor, University of Utah  
1944-45 - Assistant Professor of History, University of Chicago  
1945-47 - Associate Professor of History, Associate Dean of  
the College, University of Chicago  
1947-52 - Professor and Dean of School of Arts & Sciences,  
University of Utah  
1952-54 - Secretary and Treasurer, Fund for the Advancement of  
Education  
1954-60 - President, University of Oregon  
1960- - President, University of Minnesota

MEMBERSHIPS,  
OFFICES AND  
SPECIAL

ASSIGNMENTS: American Council on Education, Chairman, 1958-59;  
Member, Executive Committee, 1960-61  
Chairman, Special Committee on Council International  
Activities, 1961-

Member, Board of Directors, Upper Midwest Research and  
Development Council, September 1960-

Carnegie Foundation for Advancement of Teaching,  
Member, Executive Committee, 1961- ; Chairman, 1965.

Center for Advanced Study in the Behavioral Sciences,  
Member, Board of Directors, 1961-

Institute of International Education:  
Member, Council on Higher Education in the American  
Republics, 1959- ; Co-Chairman, 1964-  
Member, Board of Trustees, 1961; Vice Chairman,  
1962; Chairman, 1963-

Northwestern National Bank of Minneapolis  
Member, Board of Directors, 1963-

Chairman of the Board, North Star Research and  
Development Institute, January 29, 1963-

Member, Board of Trustees, Blake School (Hopkins), 1964-

Member, Minnesota State Arts Council Governing Board,  
1965-69

Chairman, National Advisory Council on Education of  
Disadvantaged Children, 1965-68

Member, AID, University Relations - 1965-  
(Advisory Committee on Agency for International Development)

Member, Technical Advisory Committee of the Minnesota-  
Wisconsin Boundry Area, November 1965-

Member, Board of Directors, Northern States Power Company,  
January 1966-

Member, Board of Directors, University Community Development  
Corporation, January 1966-

Member, President Johnson's Advisory Committee on Labor-  
Management Policy, April 1966-

WILSON

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ORGANIZATIONS: American Historical Society  
American Academy of Political & Social Sciences  
Phi Beta Kappa  
National Council, Boy Scouts of America, honorary member  
Rotary  
Minnesota Historical Society  
Cosmos Club

HOBBIES: Golf, fishing

PUBLICATIONS: Collaborator, "The People Shall Judge," 1949

III. DR. O. MEREDITH WILSON'S ADMINISTRATION OF THE UNIVERSITY OF MINNESOTA, 1960 - PRESENT

1. When President Wilson came to the University of Minnesota in 1960, a large building program begun just after World War II was still underway; this has been expanded during his administration. Completed since 1960, or presently under construction, for example, are more than two score of projects involving new buildings and additions to older ones. Despite all of this construction, President Wilson will not be remembered at Minnesota as a brick and mortar President.
2. The central feature of his administration has been the development of a very close relationship between the faculties of the several campuses, and between the faculty and the administration, as well as between the faculty and the Regents. Emphasis has been on development and qualitative growth in academic programs.
3. There is general agreement that at Minnesota the quality of education has been maintained in spite of increasing enrollments. Outstanding examples relating to the maintenance of superior academic programs would be the major reorganization of the arts college and changes in its relationships with other colleges. In this connection, one new college, that of Biological Sciences, has been created. The appointment of a dean to give direction and administration to the many international programs at the University which presently extend into all but one of the continents has brought an awareness to the entire University community, and to the state it serves, of the new role that the University now plays in the affairs of the world.
4. Technological opportunities have been introduced and have become deeply rooted on the University campuses: instruction by closed-circuit television; research into the uses of programmed learning; the computerization of University records -- these developments are all identified with the Wilson administration. Also identified with his leadership is emphasis on the importance of small undergraduate seminars, and modified tutorials particularly related to development of an honors program.
5. From the University has gone out over the State a public understanding that a University needs to be free in order to be great. The Regents' Statement of Academic Freedom provided leadership in this connection, as did notable addresses and conferences given and presided over by President Wilson. His annual Charge to the June Graduating Class will long be remembered and quoted, especially the one referred to by Minnesota students as the "Civil Rights Speech." Of similar stature are those speeches and statements by President Wilson in which he not only recognized the awareness of a gulf between generations, but with rare penetration made each generation more understandable to the other.
6. Above all, the President has been a brilliant teacher while presiding over meetings of the University Senate, the Administrative Committee of the University, the Regents, and diverse student groups -- all of whom have risen to the intellectual challenge he provided.

7. But always the administration of President Wilson at the University of Minnesota will be remembered by a calmness and by a dispassionate search for reasoned understanding.

## SPECIFICS OF THE WILSON ADMINISTRATION

### The West Bank

The West Bank Area of the campus became a physical reality as the Social Science Building, the School of Business Administration, and a general-purpose Classroom Building were put into service in 1963. Construction of a new Library Building is now underway, and plans for the West Bank Area include the addition of classroom, auditorium, and office space, student housing, and student union facilities. A new two-level bridge connecting the East and West Bank Areas was opened in 1965, and a glass enclosed walkway to shelter pedestrians is now being completed.

### Enrollment and Controlled-Growth Policy

The 28,277 students attending degree-granting units of the University in 1960, the first year of President Wilson's administration, grew to 42,178 in 1965. A controlled-growth policy was established in 1964-65 as a means of limiting total enrollment. Basically, it has resulted in higher admission requirements for the College of Liberal Arts and in a ceiling on General College enrollment. The total University attendance for fall quarter, 1966, is predicted at 44,800.

### Office of International Programs

The Office of International Programs was created in 1963 and placed under the direction of a Dean of International Programs. An All-University Council on International Programs was named in 1964 to advise and assist the dean in carrying out the functions of the office, which are to coordinate, strengthen, and develop teaching, research, and service activities of the University staff in other countries.

### Academic Reorganization

The College of Liberal Arts (the name of which was changed in 1963 from the College of Science, Literature, and the Arts), the Institute of Technology, and the College of Education have undergone extensive reorganization. Involved in this was the new College of Biological Sciences, established in 1964, which incorporates departments housed on both the St. Paul and Minneapolis campuses and has headquarters on the St. Paul campus. The reorganization also produced a new School of Physical Education within the College of Education when the former department of physical education and athletics was dissolved.



### All-University Council on Liberal Education

Authorized by the faculty Senate, an All-University Council on Liberal Education was formed in 1963 as a means of assuring a University-wide approach to the liberal education of all undergraduate students, including those in the professional colleges. It has established University-wide requirements for all undergraduates for minimum preparation in the several basic fields of knowledge.

### Academic Freedom

Academic freedom and academic responsibility were clarified and strengthened late in 1963 when the Board of Regents formulated and issued a position statement called "Freedom and the University." The statement, which emphasized that "the only atmosphere in which a university can fulfill its assigned role is the atmosphere of freedom," was printed as a booklet and distributed in large numbers throughout the state to alumni, parents, staff members, state and community leaders, and friends of the University.

### Urban Planning

The University joined with three neighboring institutions of higher education and two nearby hospitals in 1965 to form the University Community Development Corporation. The institutions joined together to coordinate plans for the renewal and development of their common geographic area in several Minneapolis and St. Paul neighborhoods.

#### IV. THE UNIVERSITY OF MINNESOTA

What it is: The only public university in the state of Minnesota, and the only institution in the state which grants the doctor of philosophy degree, the University of Minnesota is made up primarily of 14 colleges and institutes on the Minneapolis-St. Paul campus, and four additional collegiate campuses at Duluth, Morris, Rochester, and Crookston. It has many other specialized facilities throughout the state, such as the Rosemount Research Center, the Cloquet Forest Research Center, the Cedar Creek Natural History Area, the Fruit Breeding Farm and Arboretum at Excelsior, the Hormel Institute at Austin, the Lake Itasca Forestry and Biological Station, and six agricultural experiment stations.

History: The University was chartered by the territorial legislature in 1851, seven years before Minnesota became a state. It has had nine presidents: Williams Watts Folwell, Cyrus Northrop, George Edgar Vincent, Marion LeRoy Burton, Lotus D. Coffman, Guy Stanton Ford, Walter C. Coffey, James Lewis Morrill, and O. Meredith Wilson. The University is governed by a 12-member Board of Regents, whose current chairman is Dr. Charles W. Mayo, Rochester, Minn. The president of the University serves as president ex officio of the Board. The members of the Board are elected by the State Legislature for six-year terms, four being chosen during each legislative session.

Enrollment: The University's total enrollment in degree-granting units for fall quarter, 1965, was slightly more than 42,000 for all campuses. The Minneapolis-St. Paul campus alone had somewhat more than 36,000 students, the largest single-campus enrollment in the United States. Some 6,800 graduate students were enrolled, most of them on the Minneapolis-St. Paul campus but also at the Mayo Graduate School of Medicine in Rochester and on the Duluth campus. The Duluth campus undergraduate enrollment was more than 4,400. Nearly 1,000 undergraduates attended classes on the Morris campus, which had its first commencement in June 1964 after having been converted in 1960 from a school of agriculture to a four-year liberal arts campus. Four hundred graduate students received their doctor of philosophy degrees in the last year (December 1965 through August 1966). Since its founding, the University has awarded more than 191,000 degrees.

Budget: The University's annual budget (figures taken from 1964-65) amounts to approximately \$130,000,000. Almost one-third of this amount is provided by the State Legislature. Another large portion comes from the federal government. Tuition and fee payments account for nearly \$13,000,000, or one-tenth of the total. Some \$8,000,000 comes as gifts from individuals, corporations and foundations and as income from endowment funds. The remainder is provided from such sources as athletic events, University Theatre productions, dormitory and dining room services, hospital, medical and dental care, and others. In addition to this budget, the University spent, in its last fiscal year, some \$11,000,000 for the construction and remodeling of buildings and the purchase of land.

## V. STATEMENTS

IN HIS "LETTER OF DECISION," WRITTEN ON JULY 27, 1966, PRESIDENT WILSON SAID TO DR. C. W. MAYO, CHAIRMAN OF THE BOARD OF REGENTS, AND TO MEMBERS OF THE BOARD:

"Unless something completely unforeseen develops, I have decided to accept the Directorship of the Center for Advanced Study in the Behavioral Sciences, beginning July 1, 1967. I am writing now because the decision, if made, will be announced while I am away from the city.

I find this letter not only very hard to write but even much harder than I imagined. No board has ever been kinder to an officer; no chairman of a board, more considerate than you have been. I have an increasing pride in the University and in its faculty and a deep attachment to the Minnesota community which supports the entire enterprise. Whether I am correct or not, my decision has rested on what seems to me a rather hard analysis of the way in which my energies could be best invested during the next ten years. A great determinant in this instance was that, by an earlier decision, I had limited my career at Minnesota to an additional three years. In the new post I am able to contemplate ten years at work which is very attractive to me and which, by men to whose opinions I have normally listened, is considered the most important thing I could do now for education. The opportunity to think and speak for and about education, with detachment and with time available to me, after having spent thirteen exciting years in administration, is attractive. The opportunity to be helpful to the social sciences and humanities where universities have lagged in their support also draws strongly on me.

I hope you will understand that this decision was made after the most painful soul-searching. I would like again to express my pride in the Board and the University and to thank you for the honor of allowing me to work with you for these seven years."

IN REPLY TO THIS LETTER, DR. MAYO WROTE TO PRESIDENT WILSON ON JULY 29, 1966:

"When you first told the members of the Board of the possibility that you might accept the Directorship of the Center for Advanced Study in the Behavioral Sciences in California, all of us hoped that you would decide to remain at the University of Minnesota.

Now that you have made your decision, the Board has no alternative but to accept it with deep regret. You have been good for Minnesota -- the State as well as the University. So good have you

been that I think most of us have been fearful for a long time that you might accept one of the many tempting offers that have come your way. We were encouraged as each one of these was rejected by you. But now another has arrived and this one has been accepted.

All of us recognize the superb opportunities you will have at the Center for Advanced Study in the Behavioral Sciences to continue to speak for, and about, education. We find comfort in the belief that the years that we have shared with you in Minnesota will be a useful reservoir from which you can draw much in your new assignment. We expect you to provide leadership from your vantage point for all colleges and universities, and for all public and private bodies that are concerned with higher education. For them, the next few years will be years of major decisions, and your voice will reflect the competence, the imagination, and the resourcefulness that are so clearly a part of you. You will leave behind in our State a priceless legacy -- you will leave behind a part of yourself; and for this we are grateful.

Accept my best wishes for happiness and great satisfactions in the new position."

DR. ALFRED O. C. NIER, REGENTS' PROFESSOR OF PHYSICS AND CHAIRMAN OF THE FACULTY CONSULTATIVE COMMITTEE, STATED:

"As Chairman of the Faculty Consultative Committee, an elected group one of whose functions is to enhance communication between the faculty and the administration, I have had many occasions to meet both formally and informally with President Wilson. It has been a real pleasure to work with him, both because of his insight into the complex problems facing a large institution such as ours and his desire to work with all groups in increasing the effectiveness of our University in its mission.

In explaining to the state the role of higher education at a time when advanced education is playing an ever-more important part in affecting the lives of everyone, he has been a most effective spokesman for all education. We have been very fortunate in having his leadership, and the citizens of our state owe him an enormous debt of gratitude. We are very sorry to see him leave."

VI. STATEMENT BY DR. C. W. MAYO, CHAIRMAN, BOARD OF REGENTS,  
UNIVERSITY OF MINNESOTA, TO BE RELEASED UPON THE ANNOUNCE-  
MENT OF THE ACCEPTANCE OF THE DIRECTORSHIP OF THE CENTER  
FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES BY PRESIDENT  
O. M. WILSON

The Regents of the University of Minnesota have authorized me, as Chairman of the Board of Regents, to announce that the selection of President Wilson's successor will proceed in substantially the same manner as was employed in the selection of Dr. Wilson.

Specifically, this will involve the work of three committees.

- (1) At the September meeting of the Board of Regents, I will place before the Board the names of nominees to serve with me on a Regents' Nominating Committee for the Presidency of the University.
- (2) The Board has voted to request the University Senate to designate the Faculty Consultative Committee as the faculty unit to consult with the Regents' Nominating Committee. Thus, the Faculty Consultative Committee will have the same functions as it had in 1959 when President Wilson was selected to succeed President J. L. Morrill.
- (3) The Board has voted also to invite the Alumni Association to constitute a committee to serve in response to requests for advice from the Regents' Committee.

The Regents will welcome the submission of names from any citizen of the State of Minnesota.