

MINNESOTA CHATS

Incoming Students Get

Previews of Campus Life

STUDENTS entering the University for the first time this fall had a taste of campus life before walking into that first class on October 1. The Registration-Orientation Program, coordinated by the dean of students office, brings new students to the campus for two days during the summer, offers freshman camps, and sponsors Welcome Week, a seven-day series of events designed to acquaint the in-coming student with the workings of the University.

E. G. Williamson, dean of students, states that this year's program was the most successful in his experience. "All events at Welcome Week were jammed," he reports. He attributes the popularity of the program to the fact that it is built around small groups. "Students feel more at home with others who are

facing the same new experience," he says, "and they are introduced to the campus in small groups of about twenty. We want them to get the idea that the University is a friendly community, not a big, impersonal institution. Later," he added, "students will become part of small groups within their college, dormitory, or special activity."

Registration Made Easy

When a student is admitted to the University a card is sent asking him to choose two consecutive days during the summer for registration. The student is assigned to a group on arrival and meets the sponsor, an upperclassman, who will stay with the group for the two days. This past summer 10 sponsors guided 150 groups, or about 3,000 new students, through the perils of registration.

A club sponsor points out campus buildings to a group of entering freshmen.



Dr. E. G. Williamson, dean of students. His office heads Orientation and Housing Bureau. (See p. 3).

Students entering the same college were grouped together; groups were divided about equally between boys and girls and between students from out-of-town and the Twin Cities.

The first day opened with a question and answer period. It never really closed, according to Don Zander, student personnel worker in the Student Activities Bureau. "Part of the advantage of having one sponsor for each group is that the kids have a chance to know him and feel they can ask about any and everything." The rest of the day was taken up with preliminary registration, a tour of the campus, which was informally organized so that groups could choose spots they most wanted to see, making appointments at the Students' Health Service, a talk and display by the ROTC, and a meeting with a representative from the college the students were entering. At the luncheon meeting, held in one of the small conference rooms in the Union, each club chose a chairman from among its members and selected a club name.

The day closed with a banquet in the main ballroom of the union where the combined groups saw a

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variety show put on by the fraternities and sororities.

The second day included placement and special college tests, individual conferences with the student's college adviser, and a speech and hearing test. By the end of the day courses had been tallied, fees paid, and the student was ready to come back for the activities of Welcome Week knowing a good deal about the organization and functioning of the University.

Camps Preview Campus Activity

Many entering students had additional preparation for college life at one of the three freshman camps sponsored by the dean of students office and the University YMCA-YWCA. Club leaders had a reunion at Camp Ihdhapi, where they were briefed on coming Welcome Week events. Other freshmen attended Camp Lyman, staffed by members of the Student Counseling Bureau, or Camp St. Croix, the 27th annual freshman camp sponsored by the YMCA-YWCA.

All camps lasted three days, ending Sunday, September 23rd, the day Welcome Week began.

Welcome Week - A Happy Ending

For the first time this year Welcome Week opened with a day for the parents. Optimists guessed that 700 parents might come; attendance was over 1200. Parents from as far away as Illinois and from over 100

communities in Minnesota were greeted by vice president Malcolm M. Willey and dean of student Edmund G. Williamson, heard talks explaining the orientation program and the work of the various colleges, and enjoyed a coffee hour in the union.

Welcome Week, sponsored jointly by the office of the dean of students and the All-University Congress, was filled with many and varying activities; but the original organizations, the small clubs organized during the summer, continued to function. The clubs met separately each morning and went together to hear talks on such topics as how to stretch a college dollar, how to take good lecture notes, and how to pick a career.

Other activities included dormitory orientation, an evening set aside for the student religious foundations, and a scrimmage preview of the football team. At the Welcome Week Banquet new students were greeted by President Morrill, Dean Williamson, and student leaders. Welcome Week closed on Saturday evening with a big dance at the union where the freshman queen was crowned.

New students were ready for Monday morning classes secure in knowing that they had helpful friends on campus already: their club sponsor, their college adviser, the chaplain of their religious foundation, and at least nineteen other students beginning school at the University for the first time.

'U' Enrollment Totals 18,682; Tops Estimates

FALL quarter attendance at the University of Minnesota totals 18,682, a decrease of 3,398 or 15 per cent from last year's fall quarter figure of 22,000 students, True E. Pettengill, University Recorder, reported recently.

Mr. Pettengill pointed out that despite the drop in enrollment, the attendance total exceeds the 18,000 prediction of the University's admissions and records department. Heavier enrollment than was anticipated in the Institute of Technology and the College of Science, Literature and the Arts upset the estimate, Mr. Pettengill stated.

Included in the student total for the current quarter are 17,472 students on the Twin Cities campuses and 1,210 at the Duluth Branch. The breakdown one year ago was 20,437 in St. Paul and Minneapolis and 1,643 in Duluth.

Enrollment of veterans of World War II under federal government benefits, which reached a peak of 16,736 in 1947, is down to 3,627 this year with 2,452 in the Twin Cities and 185 at Duluth.

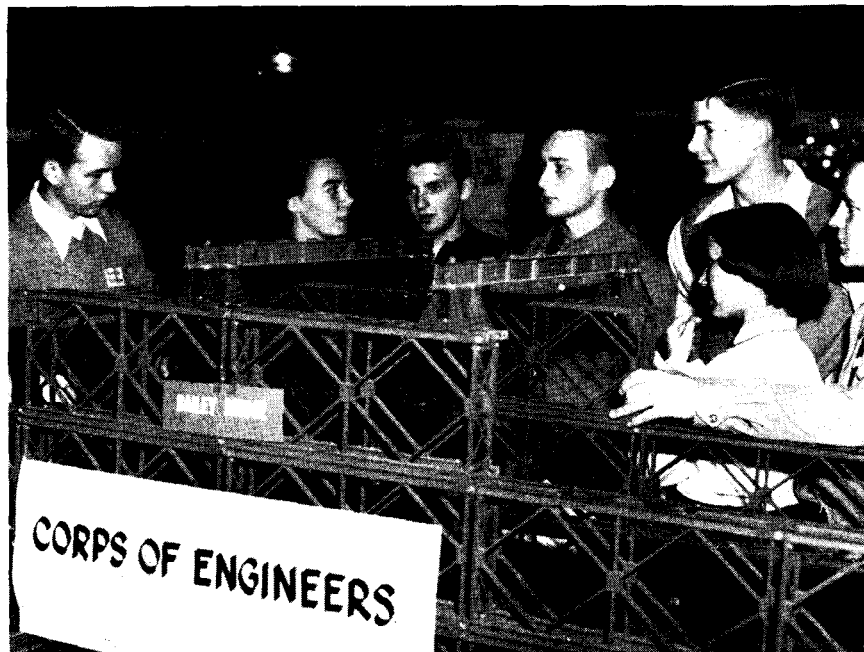
Fewer new students entered the University this fall than a year ago; 4,978 as compared with 5,856, according to Pettengill. Among the new students, 3,079 are freshmen; the remainder are students with advanced standing or special students.

Men outnumber women in the University student body by seven to three, the Recorder pointed out.

Enrollment in some colleges and divisions has increased this year. Those units which show an increase in attendance, all of them set up to train medical personnel, are Dentistry, Dental Hygiene, Nursing, Physical and Occupational Therapy, and Veterinary Medicine.

Among the reasons for the decline in attendance from a year ago Mr. Pettengill mentioned: the effect of military service, the small present high school graduating classes resulting from the low birth rate in the early nineteen thirties, the existing high employment level, and the decrease in the number of veterans.

During a tour of the Armory new students stop to admire an ROTC display.



Student Housing Bureau Offers

HOUSING PLUS

THE University of Minnesota Housing Bureau is something like an iceberg — most of its work goes on below the surface. Most students know the Bureau as a place to find a room or apartment, and according to Mabelle McCullough, director of the Bureau, "We place nearly everyone who comes in here." Students who live off campus away from home constitute about 25% of all University students.

But placement, although the most publicized, is just one of the Bureau's many functions. "We try to show students in their orientation program that we do much more than just house."

Social casework

The Bureau's staff of five fieldworkers goes out to inspect each house that rents rooms and apartments to students. The fieldworkers take many things into account: cleanliness, orderliness, the kinds of privileges offered (such as storage, kitchen facilities, laundry), distance from campus, and such things as the condition of the building and section of the city. Intangibles like the attitude of the householder — antagonistic, indifferent, neutral, cooperative — also enter into the rating.

Taking all these variables into account, the Student Housing Bureau worker gives the house an overall rating, ranging from "A" to "E". "A" is just about topnotch, according to Miss McCullough. The lowest approved houses are "D" houses, but the owner of a "D" house is notified that if he does not make an effort to improve conditions the house will be dropped.

After the Housing Bureau inspection the Student Health Service sends around its fieldworker to check in detail on health and safety conditions such as electrical wiring and bathroom facilities.

Besides making an initial visit to every new house, Housing Bureau

representatives try to make a yearly check on every house the Bureau has on file.

Student personnel work

This covers the whole area of personal problems connected with student-householder relationships.

"Housing involves all kinds of other problems," says Miss McCullough. "If a student is not getting along in his house it may be because something pretty basic is bothering him. We give him what counsel we can. And if we think he needs more specialized help we refer him to the appropriate office — the Student Counseling Bureau, the Health Service, Dean of Students."

Other problems arise when a student is told to move from a disapproved house, and the Bureau must help him find another room. Handicapped students need special placements that will take their needs into account. The same may be true of foreign students if they come from a cultural background that is much different from ours. Most landlords are cooperative, but sometimes it requires a good deal of give-and-take on both sides."

Public Relations

"Working with householders as another big job," explains Miss McCullough. "We have organized a Householders Association which anyone who rents to students may join. The group meets once a month to talk

about housing problems. We invite guest speakers to talk about interior decoration, discipline problems, fire regulations."

In their meetings the Association has even tackled the ticklish problem of discrimination. "We are working on this problem constantly in a quiet way," Miss McCullough says. "On the whole the picture looks encouraging. The attitudes of householders have been extremely cooperative on the whole."

The Bureau also sends to householders a monthly newsletter which keeps them posted on meetings, picnics, and special events.

Another project of the Bureau is working with rooming house students in forming house clubs. "We hope that in this way students can get to know each other and members of the Bureau staff."

The St. Paul campus also has a Housing Bureau, under the direction of Miss Beverly Peterson. The St. Paul Bureau lists some 300 householders in the area of the St. Paul campus, according to Miss Peterson.

The Minneapolis campus Bureau began back in 1930 when the Board of Regents authorized the dean of students to set up a list of approved houses. This developed into a separate Bureau in 1932 as a result of a ruling that "students, whether undergraduate or graduate must live in approved houses . . . Each room and

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With the aid of a big Housing Bureau map Mabelle McCullough, director, shows two co-eds the location of an approved room.

apartment must be studied from the standpoint of health and morals. If an apartment does not fulfill the requirements students must vacate."

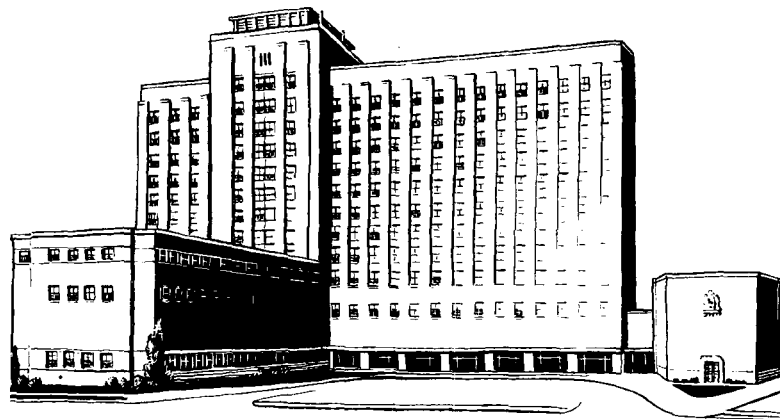
Begun with a staff of one in 1932, the Bureau now has, besides a director and her assistant, five full time fieldworkers. "And they're rushed at that!" sighs Miss McCullough.

"Very few universities have a housing program organized and developed to the extent of ours," continues Miss McCullough, "and we receive a lot of inquiries from other schools setting up similar programs. When the big housing push came in 1946-49 our primary work was placement. Now that overcrowding has lessened we can focus our attention on the equally important work of giving general housing services to University students."

Scholarships Given

The Minnesota Alumni Freshman Scholarship Program granted scholarships to 38 entering freshmen this fall. Made possible by the Greater University Fund, this program assures each of the state's 22 alumni districts at least one scholarship.

The Greater University Fund is supported by contributions from alumni and friends of the University. Money raised in the Fund's current campaign will be used for scholarships, fellowships, research work and equipment.



Building Contracts Awarded for

Mayo Memorial Medical Center

Contracts totaling \$9,678,770 for construction of the Mayo Memorial Medical Center on the Minneapolis campus have been awarded, according to a report from William T. Middlebrook, vice president, business administration. Construction will get under way as soon as final approval is secured from the United States Public Health Service.

Contracts previously awarded — for excavation, foundation work, structural steel erection, utilities, and site work — will bring the total cost of the Mayo Memorial project to \$11,609,990.

The re-designed building will consist of 14 stories. Originally planned as a 22-story structure, the project had to be pared down when the 1951 legislature declined to appropriate added funds for the larger center.

In addition to its 14 stories, the building will include an auditorium and a two-level garage. After U. S. Public Health Service clearance is received, preparations will be made for erecting the structural steel, which should start going up about January, 1952. Foundations for the building have already been finished.

Funds for the Mayo Memorial Medical Center were provided by appropriations of the 1945, 1947, and 1949 legislatures — \$7,000,000 by grants from the National Cancer Institute and the National Heart Institute; and by private gifts. Two million dollars came from the U. S. Public Health Service from funds provided by the Hill-Burton Act.

The center will be a memorial to the late Drs. William J. Mayo and Charles H. Mayo of Rochester.

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MINNESOTA CHATS

Sholes vs. the University

University Fights Move to Ban Religious Activity on Campus

SINCE June 5, 1951, the University of Minnesota has been involved in a lawsuit brought by W. L. Sholes, Minneapolis attorney, who seeks to stop all religious activity on the University campuses.

Mr. Sholes claims that the constitutional principle of church-state separation is being violated by certain aspects of the University's relationship with student religious groups. Mr. Sholes states he is acting as a private citizen in bringing the action.

The attorney general of the state of Minnesota, entrusted with the defense of the University in all legal actions, argued the case with the assistance of two professors from the University's Law School in Hennepin county district court in October. The University and the Regents won the first round when Judge William C. Larson supported their contention that the writ requested by Sholes is improper legally.

In his memorandum Judge Larson commented parenthetically, ". . . I very much doubt that there is anything in the Constitutions of the United States or Minnesota that requires the University to be wholly a Godless institution. . . ."

Mr. Sholes has appealed the decision to the Supreme Court of the State of Minnesota, where the case is now pending.

President of the University James Lewis Morrill, in a recent talk before an institute on religion in the state universities, said, "What we have been doing we wish to continue doing. . . . We are willing to test these policies



and actions before the highest tribunal of the land."

What University policies are under attack?

Mr. Sholes apparently complains of any and all activity of a religious nature on the campuses. In his memorandum Judge Larson called the charges "broad, general and somewhat nebulous," and added, "It is difficult for me to extract from them the substance of a specific ascertainable complaint."

It seems, however, that Mr. Sholes objects to:

- the work of the student religious foundations.
- the use of University buildings for foundation meetings or religious observances of any kind.
- the position of the Coordinator of Students' Religious Activities.
- the use of religious census cards.

The student religious foundations are voluntary clubs which have grown up over many years and are recognized by the University Senate Committee on Student Affairs. At the present time there are twenty of them on the Minneapolis campus, seven on the St. Paul campus, and six on the Duluth campus. Among them are the Roger Williams Fellowship (Baptist), the Newman Foundation (Catholic), the Christian Science Organization, the Pilgrim Foundation (Congregational), the Canterbury Club (Episcopal), the Hillel Foundation (Jewish), and so on. Two new groups on the Minneapolis campus this year are sponsored by the Eastern Orthodox Church and the Evan-

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The religious foundations have their own chaplains and counselors, some of them full-time and some of them local clergymen who give part of their time to the student organizations. Ten of the larger foundations have their own houses near one of the campuses; others meet in the University YMCA or in campus buildings, as Mr. Sholes charges. Any club recognized by the University Senate Committee on Student Affairs is permitted to meet in a University building. The University feels that denying the religious groups the privileges offered to a language club or dance group would discriminate unfairly against those students interested in religious activities.

The Coordinator of Students' Religious Activities, cited by Mr. Sholes as an instance of the University's encouragement of student religious groups, does not set up religious programs but works with the organizations already in existence. Dr. Henry E. Allen, who was appointed to the office when it was created by the Regents in 1947, is a layman and former college president.

One of the duties of the Coordinator is to receive and send to the foundations the religious census cards filled out by students during fall registration. These cards are completely voluntary, and about 70% of the students complete them.

What could the Sholes petition mean for U religious activities?

Mr. Sholes objects to the support these foundations contribute to such all-University activities as Welcome

Week, Brotherhood Week, Campus Chest, Foreign Student Program, and workshops on radio and television; and charges the University with "participating and helping to promote the affairs of a multitude of religious programs and groups." From his petition it can be inferred that the University is violating a constitutional principle by opening convocations or commencements with an invocation, by beginning University banquets with a prayer.

A group of student nurses who open the day with a short religious meeting may be requested to omit this practice if Mr. Sholes wins his case. A group of students gathering on the campus to read or discuss the Bible may be required to meet elsewhere. A chaplain visiting a patient in a University hospital may be doing so illegally, as his service might be considered a religious activity held in a University building.

Even the performance of musical works with religious significance may be thought to fall under the Sholes ban. The presentation of *The Messiah*, of Verdi's *Requiem*, of Bach's *B Minor Mass*, of Mendelssohn's *Elijah* — all of which have been presented in Northrop Auditorium or over the U. radio station — may be interpreted as holding a religious activity in a University building.

"The work that we do," says Dr. Allen of his duties, "is our way of helping continue a job started by parents and local churches. It is not the University's place to *interfere* with religious growth."

What is the University's stand?

President Morrill, speaking before a group of religious educators recently, said, "Our work with the student religious foundations has not been reluctant acquiescence, but thoughtful, purposeful, non-denominational partnership. I need not assure you that the University would not knowingly or willingly transgress the laws of the state. In encouraging the work of the religious foundations the University has believed itself consistent with the purpose of the University charter and state constitution.

"We have believed one of the chief aims of education to be the search for truth. This, we believe, is a moral and spiritual as well as a rational process. Learning alone is not enough. It is the *use* of learning which determines its worth. These uses will be seen in the social actions and ethical responsibilities assumed by our students. The school shares a tripartite concern with parents and church for providing the education that will prepare the student for these actions and responsibilities.

"The legal charter of the University forbids any religious test for faculty appointment and for student entrance. We do not feel it was meant to preclude cooperation with religion, or encouragement of religion in the lives of our students. We have sought, through the work of our Coordinator and by making our facilities available equally to all, to organize assistance to student activities in the field of religion — definitely, humbly, consistently, and legally."

A student panel relaxes before presenting a discussion of "Campus Values" to a recent institute on religion in the state universities. L. to r., Gerald Friedell, unaffiliated; Paul Moe, Lutheran; Mary Maple, Catholic; John Leppla, Presbyterian; Robert Provost, Catholic; Howard Banks, Unitarian; John Carlson, Presbyterian; John Illsley, Methodist.



President Morrill Clarifies Wiggins 'Dismissal'

On December 11, 1951, 39 University instructors on probationary appointments were notified in the customary manner that they would not be reappointed for the academic year 1952-53. As provided in the University's tenure code neither the names nor causes of dismissal were made public, in order that their chances for securing positions elsewhere might not be jeopardized.

But one of these instructors — Dr. Forrest O. Wiggins of the Philosophy department — chose to make a public issue of his non-reappointment. The issue has aroused much newspaper attention and widespread comment.

A "Students Action Committee" was organized, and on December 22 presented to President Morrill a petition signed by 2,305 students requesting clarification of the grounds on which the University's action had been taken. President Morrill, on behalf of the University, addressed the following letter to the leaders of the committee. It is published here because of its interest to parents.

On December 22, 1951 you presented to me on behalf of a "Student Action Committee" a petition which you stated bore the names of 2,305 student signers.

This petition expressed concern over the "dismissal" of Dr. Forrest O. Wiggins, instructor in the Department of Philosophy, and requested "the University administration to clarify the grounds on which Dr. Wiggins has been considered incompetent" to receive an appointment beyond the end of the current academic year.

Let me make one comment immediately:

There is a very significant difference between "non-reappointment following timely notice" (as the *Regulations Concerning Academic Tenure* define it) of a staff member "during his period of probationary service," and dismissal or suspension under the tenure code, which also provides for "removal for cause." The former is routine and regular in scores of cases of probationary instructors and assistant professors over the years, including that of Dr. Wiggins and 38 other probationary instructors this year. All persons appointed as instructors or assistant professors accept a probationary status as a condition of employment, with the possibility of non-reappointment with timely notice and no provision for appeal. Let me make plain that there is no evasive hair-splitting in this explanation of a distinction which is fundamental in academic tenure procedure, here and elsewhere. Our faculty, through the University Senate, in framing the tenure code which was then adopted by the Regents in 1945, embodied this principle of the probationary period and the right of termination during it.

I should add, too, that the probationary period provided by the code permits a maximum of seven years of service as instructor, and at any time within the probationary period a notice of termination may be sent. Of the 39 notices sent this past December, four went to staff members in their sixth year; eight to staff members in their fifth year; four in the fourth year; eleven in the third year; and twelve in the second year of employment. Dr. Wiggins was in his fifth year of regular service. With

respect to the timing of the termination notice, his case is in no way unique or unusual.

Your plea for clarification is, however, understandable in view of widely publicized charges that are completely unsupported. Upon receipt of the letter sent to him on December 11, 1951, Dr. Wiggins and the chairman of his department, Dr. George P. Conger, provided statements to the press and to staff members at the University. These have been amplified and interpreted by many persons who, in turn, have themselves made statements or have written letters to me or to others. The situation, therefore, has become confused.

In one way or another, it has been charged that the services of Dr. Wiggins are being terminated because he is a Negro.

In one way or another, it has been charged that notice of termination was sent because he is "radical," a "socialist," a "member and officer of the Progressive Party," etc.

In one way or another, it has been charged that the termination notice was sent because of political pressures and the attitudes of some of the members of the 1950 Minnesota Legislature.

These charges are flatly untrue and overlook or complicate the simple fact that an instructor on probationary status has been adjudged under "due process" of tenure procedure to be lacking in qualifications that hold what we consider to be adequate promise of fruitful scholarly service to the University of Minnesota in the years to come. Although you have my categorical denial of them, let me elaborate upon these charges.

In the initial story in the newspapers, attributed to Dr. Wiggins, he quoted from conversations he stated he had had with Dr. Conger. One statement was to the effect that Dr. Conger has been told by three administrative officials of the University, who were named in that story, that "Communism" was the issue and was the reason for notice of termination. Dr. Conger has personally called the office of each of these persons and has denied any such statements as being "grossly misquoted." At the same time, Dr. Conger made a statement to the press which quoted him as saying that no one in the University administration has ever mentioned to him the Communist issue in the Wiggins case.

As to racial discrimination, I can only say as forcefully and as sincerely as I know how that this has never been a factor, directly or by implication, in discussions pertaining to the tenure status of Dr. Wiggins. The University staff includes others of his race. In another department of the College of Science, Literature, and the Arts, in which College Dr. Wiggins serves, there is a Negro faculty member of rank higher than his. The University regrets exceedingly that this issue has been falsely injected by some of Dr. Wiggins' friends and supporters.

A few members of the Legislature during the 1950 session did express to me, and to other members of the University's administrative staff, adverse comments and opinions regarding Dr. Wiggins as well as other mem-

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bers of the faculty. Every state university president in every legislature of the land hears this kind of comment and expects to hear it.

But hearing it in legislative halls and offices and yielding to it on the campus are two very different things. Staff appointments are the responsibility of the president, the deans and directors, and department heads, subject to final confirmation or disapproval by the Board of Regents, and not of the Legislature. The legislative leaders in this state fully understand this and have not sought to interfere at any point in the Wiggins case or any other, with the rightful and legal authority of the Regents. No comments, representations, or pressures by any member of the Legislature were responsible for the decisions to terminate next June the probationary appointment of Dr. Wiggins.

It may also be stated that questions concerning his ultimate status had been raised administratively at the college level back in 1949. A former dean of the Arts College, furthermore, overruled a recommendation for promotion in rank and a merit salary increase for Dr. Wiggins and left documentary evidence of grave doubts of scholarship.

THE plea for clarification presented in the student petition raises a basic question of policy, and I must ask you to understand this. Except that Dr. Wiggins himself has made public statements and uttered grave charges, the fact that a notice of termination had been sent to him would never have become public. The University itself would have made no announcement of his non-reappointment and would not have made public even the purposely brief statement by Dean McDiarmid explaining his recommendations for non-reappointment.

The tenure code states explicitly that "it shall not be necessary for the dean or chairman to provide any person in these (probationary) categories who is not reappointed with any statement of causes or reasons for his action." The purpose of this provision is obvious. It protects the staff member who receives notice of termination from disadvantage as to possible employment elsewhere. It gives, and was intended to give, responsible administrative officers wide discretion in making appraisals of the performance and promise of staff members during the probationary period.

There has, of course, been careful appraisal of Dr. Wiggins' services to the University. Dean McDiarmid, in a memorandum of eleven pages, outlines the "very careful and extensive study and consultation" that underlie his recommendation transmitted in his letter of December 4, 1951. The Dean's memorandum calls to attention that since his original appointment here, Dr. Wiggins has published only two articles, and analysis of these reveals careless documentation and distortion of quoted sources.

Dean McDiarmid's memorandum refers to records in the Office of the Dean which raised in 1949 "serious questions regarding his (Dr. Wiggins') scholarship." It recites, from notes made at the time, the substance of recent conversations held by the Dean with members of the Department of Philosophy, revealing wide variation and no clear-cut unanimity of judgment by Dr. Wiggins'

departmental colleagues in the matter of his scholarly promise and teaching ability.

Dr. Wiggins' teaching program involves subject matter that extends beyond the Department of Philosophy. It touches intimately the subject matter of related departments. Students majoring in related departments could elect Dr. Wiggins' courses. Dean McDiarmid has quite properly sought appraisals of staff members in these departments. There was an impressive consensus of opinion that Dr. Wiggins had not demonstrated the qualities of scholarship that should be sought by this University.

The Dean's statement further describes extensive consultation with members of the Advisory Committee of the College, with departmental chairmen of the College, and with the Dean of the Graduate School (one of whose major responsibilities is the constant appraisal of faculty scholarship, including publications). Dean Theodore C. Blegen of the Graduate School has expressed in writing his complete concurrence with the recommendation for non-reappointment. The building of a competent faculty involves judgments that transcend a single department.

Your petition makes reference to Dr. Conger's statement that "the Department of Philosophy has expressed its unanimous opinion that Dr. Wiggins should be reappointed." This statement is true, I believe, only to the extent that the Department supported Dr. Conger's proposal that Dr. Wiggins' appointment be continued for one year, with the provision that a special departmental committee be appointed "to study the whole matter during the next year and make a full report on the case." Such a proposal seemed to me and to Dean McDiarmid a belated one in view of the appraisals of Dr. Wiggins' record already before us. The proposal, per se, gave clearcut evidence of departmental uncertainty and disunity of judgment as to Dr. Wiggins' continuing membership in a distinguished and productive university faculty.

The principle of academic freedom is not involved in the Wiggins case, although I do believe that the fundamental integrity of the University tenure code is involved. This code was framed by a faculty committee; it was approved by the University Senate; it was adopted by the Board of Regents. It is a code that conforms to the accepted and standard practices involving academic tenure throughout this country. It was expressly intended to take full account of precisely such contingencies as the present one.

It provides, I reiterate, a probationary period for instructors and assistant professors, and sets forth the procedures for assessing their potentialities. Dr. Wiggins has no rights that have not been fully protected under the faculty code.

Failure on the part of a staff member during the probationary period to measure up to the scholarly standards of a great University is not a matter of violated academic freedom. In the years during which the Minnesota tenure code has been operating, this point has never been raised in question. To raise it now is, I believe, to raise the question of what our tenure procedures here do mean. Status on this staff must be achieved in terms of the provisions of our tenure code; to have it achieved through outside

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pressure would undermine not only the code, but the very integrity of the University and its staff.

Let me sincerely say, in conclusion, how deeply I share the solicitude of students and faculty, of Regents and alumni, and all true friends of the University, for the protection of its integrity. This integrity is based on many things — on the high character and competence of those who perform its work of teaching, research, and public service; on the wisdom, conscience, and good faith of those responsible for its government and administration; on the generous and understanding support of citizens and taxpayers who make possible its maintenance and on-going; on its long and legally established autonomy to manage its own affairs, but always with the sense of rightful, long-range accountability to the people of Minnesota who created it and carry it forward.

I write these final paragraphs with feeling because there have been in connection with the case of Dr. Wiggins irresponsible charges of racial prejudice, of compromise with the principles of academic freedom, and of yielding to political and legislative pressures. Such charges are damaging to the good name and reputation of the University and to the prestige of the great body of distinguished scholars whose productive work makes the University what it is.

In racial or religious non-discrimination, in the firm defense of the University's constitutional autonomy, in the faithful and vigorous adherence to the letter and the spirit of academic freedom, the Regents, the administration, and the faculty of the University of Minnesota are entitled to be judged on the record — and I give you sincere reassurance of no retreat from the position which that record reveals.

In response to your petition I have sought to clarify issues, as you and your co-signers requested, and I sincerely trust that I may rely on your friendly, fair-minded understanding.

f. l. Merrill
President



Girls at the Josephine Berry house sit down to a dessert made and served by Jeanne Koski. Around the table are Diane Engelbretson, Doris Price, Elizabeth Pierce, Connie Nosby, Janet Brautigam, Lola Kanne, and Miss Jeary.

In Home Management Houses

Home Economics Students Learn for Family Living

IF you were to observe the comings and goings at 1304 and 1316 Cleveland Ave. N., just a block from the St. Paul campus, you might reasonably conclude that you were looking at two very friendly sorority houses or girls' rooming houses. Actually these busy girls are in class. The houses are the home management houses of the School of Home Economics, and the girls are seniors completing a graduation requirement by living and working together for six weeks.

"Living in a home management house is really a laboratory experience," says Miss Kathleen Jeary, assistant professor of home economics and director of the houses. "The girls have a chance to apply what they have been learning in classes under home conditions. Living together provides an opportunity to see how others work and to learn how much cooperation is necessary."

The houses, both set back under the trees, have the same exterior and floor plan, including an entrance hall, living room, dining room, kitchen, study (which has a piano, too), a screened porch where the girls can eat during the summer, five bedrooms and two baths. The furnishings, though equally attractive, are different.

"When we need some redecorat-

ing," says Miss Jeary, "we call in one of the related arts classes. They choose fabrics and colors and frequently do the work for us.

"Six or seven girls live in each house," explains Miss Jeary, "and they divide the work into six or seven rotating assignments — cook, assistant cook, financial manager, hostess, laundress, and housekeeper.

"The financial manager has one of the most exacting assignments," Miss Jeary goes on. "She must plan the menus, shop for everything, handle all the money, and keep exact records. We keep more detailed records than the ordinary home because we must account for every cent, and menus are planned within a set budget.

"Our goal is to provide two meals a day (lunch is eaten out) within a limited food budget, and we do almost all our buying at local stores — as the average housewife does. Meals must be attractive and well-balanced as well as inexpensive, and to do all this the financial manager must know what the seasonal foods are, what meats are the best buys, and so forth.

"**T**HE other jobs are self explanatory, I think," adds Miss Jeary, "although the hostess has more to do than you might think. She is responsible for the social life of the

continued on next page

continued from page 5

house, plans modest celebrations for holidays and birthdays, arranges table decorations, and just anything that makes living more pleasant.

"Her most important responsibility is the guest dinner, which we have about once a week. The girls suggest the guests. They try to ask people they would not ordinarily meet, but would like to know better — such as faculty, business people, local celebrities. School friends of the girls are welcome *any* night, and we try to make guest night something a little more special. Many girls have said that the interesting people they meet on these evenings is the best part of living in a home management house.

"Even though guest night is something of an occasion, we keep entertaining simple," insists Miss Jeary. "We try to show that the prospect of guests needn't throw a house into a panic."

EVEN the best run homes have their share of crises, and the home management houses are no exception, Miss Jeary says. She recalls the evening one house invited ten soldiers stationed at Fort Snelling for dinner. Apparently the assignment of recruiting guests was issued separately to two conscientious sergeants, because just as the first ten were finishing dessert the second contingent, which had been delayed by street car trouble, arrived. Miss Jeary reports that two complete dinners

were served that night. Like the houses, they were not exactly the same, but equally attractive.

The girls living at the houses are not taking time out from regular class work. Many of them are student teaching, and all of them are busy. "We emphasize the management of time in running the house," says Miss Jeary, "and show that home-making needn't be a time-consuming chore. Even though the girls are graded on their duties, we don't stress perfection of performance so much as relaxed, comfortable living."

The two houses, named for two heads of the School of Home Economics, Josephine T. Berry and Mildred Wiegley, were established almost thirty years ago. Minnesota was a pioneer in the movement, and one of the first to have the houses necessary for making the project successful. The present supervisors, who also live in the houses, are Miss Jeary and Miss Helen Stephens, instructor in home economics.

Professor Louise Stedman, new director of the School of Home Economics, reviewed the purpose of the School in a recent talk before a Farm Bureau Women's short course. "Home economics," she said, "has for its primary function the educating of individuals for more satisfying personal and family living, and secondarily, preparation for wage-earning professions." The home management houses are helping home economics students attain this goal.

University of Minnesota Week Begins Feb. 24

By proclamation of Governor Elmer C. Anderson, University of Minnesota Week will be observed this year from February 24 to March 1. Sponsored jointly by the University Alumni Association and the Minnesota Junior Chamber of Commerce, the week's program will be highlighted by the appearance of University staff members at meetings all over the state. Distinguished scientists, scholars, and University administrators will discuss their research and study as it relates to the many areas of cooperation between the state and University.

Carrying out the theme "The University Serves the State," exhibits prepared by various departments at the U will picture the University's contribution in forestry, cosmic ray research, nursing, book publishing, and many other fields. These displays will be shown in Twin Cities store windows throughout the week.

The annual Charter Day Convocation will be held on February 28 in Northrop Auditorium and will this year take the form of a birthday party for the University — now celebrating its 101st birthday.

MINNESOTA CHATS

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MINNESOTA CHATS

'U' Chorus, Under James Aliferis, Is Rehearsing for Spring Concert

WITH only seven or eight weeks to prepare for each quarter's concert, the 300-voice University Chorus is now hard at work rehearsing for their spring program, part of which will be given at the Parents Day Convocation, May 8. Accompanied by the University Concert Band, the Chorus, directed by associate professor James Aliferis, will sing the "Prelude Chorale" and "Finale" from Wagner's *Die Meistersinger*.

During fall quarter the Chorus and Minneapolis Symphony Orchestra presented Franz Haydn's *The Creation*, and winter quarter the seldom-performed Beethoven *Missa Solemnis*, said to contain some of the most difficult passages in all choral literature.

On one of their rare appearances off campus, the Chorus also presented

the Beethoven mass in St. Paul.

The Chorus gives two concerts each year with the Minneapolis Symphony Orchestra. "Our relationship with the Symphony is very unique," says Director Aliferis. "I know of no other school chorus in the country that works so closely with a major symphony orchestra."

Any University student who can read music may join the Chorus.

"Because of our tight schedule we have to use singers with some experience," says Aliferis. "But only about one-tenth of the members are majoring in music, and the others represent almost every college of the University, including the Graduate School and Extension Division. We even have one or two instructors who like to sing for the fun of it."

Open house at the 'U'

PARENTS DAY SET FOR MAY 8

YOU are invited, as a parent of a University of Minnesota student, to visit the University's Minneapolis and St. Paul campuses on Thursday, May 8, Parents Day.

Events for the day are planned to give parents a better idea of University classrooms, laboratories, dormitories, and recreational facilities.

Parents are invited to attend classes and visit special campus facilities such as the studios of KUOM, the University radio station, the Museum of Natural History, the greenhouses on the St. Paul Campus, and the Art Crafts Workshop in Coffman Memorial Union.

Highlight of the day will be a special convocation program in Northrop Memorial Auditorium, at the regular 11:30 a.m. convocation hour. The 300-voice University Chorus and University Concert Band will present selections from Wagner's opera, *Die Meistersinger*, arranged for concert band by Assistant Bandmaster Jerome Glass. Soloist will be Roy Schuessler, Associate Professor of Music.

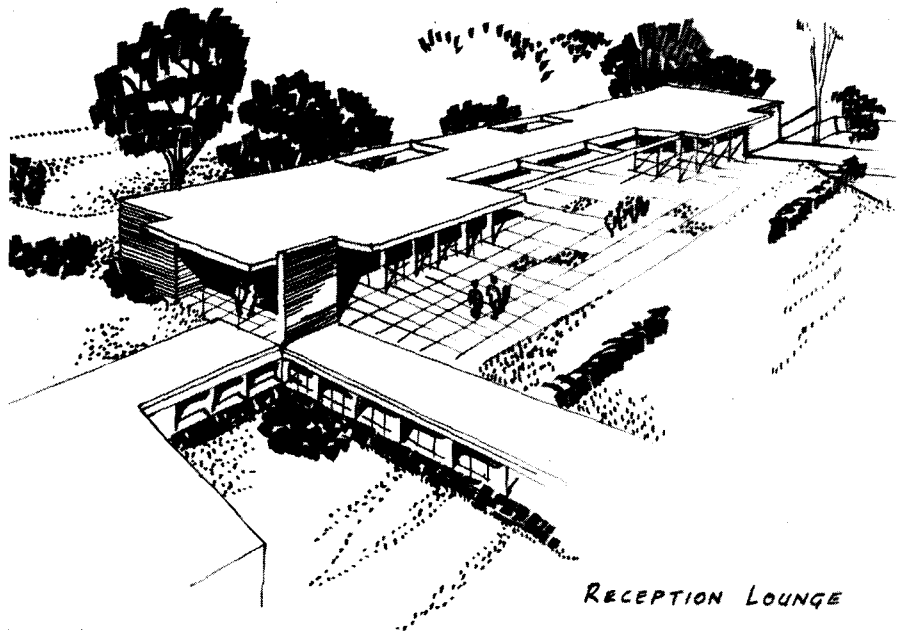
Open houses are being planned at dormitories, fraternity and sorority houses, at some colleges and departments, and at various student religious foundations.

A complete calendar of Parents Day events will be sent to each student within the next few weeks.

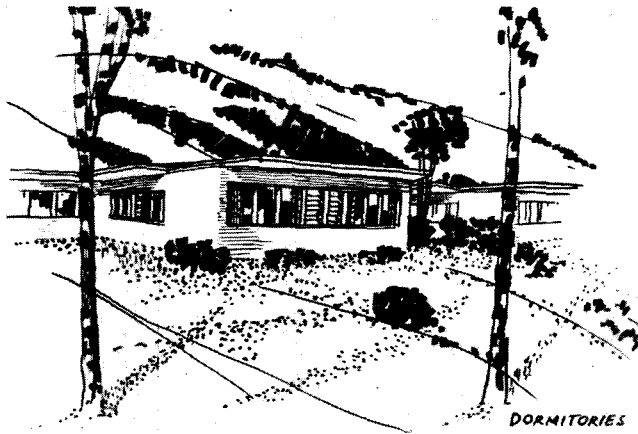
If you can't visit the campuses on May 8, plan to tune in on KUOM. It will carry the whole convocation program, a message to parents from President Morrill, and other programs of special interest to parents.



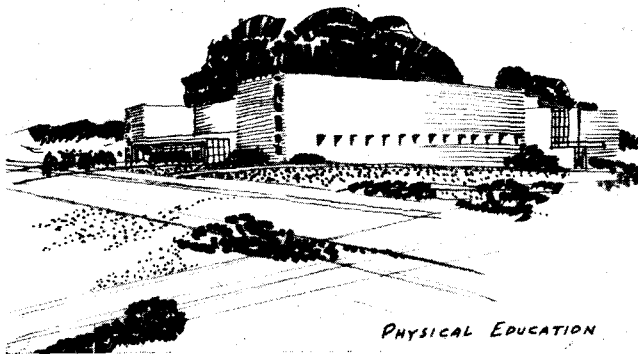
Here is an architect's-eye view of what UMD will look like twenty years from now. R., main reception lounge with covered corridors to permit sheltered passage from one building to another. Below, reading down; cottage-like dormitories that will house eight people; the \$1,600,000 health and physical education building; view of the mall as seen from the southwest.



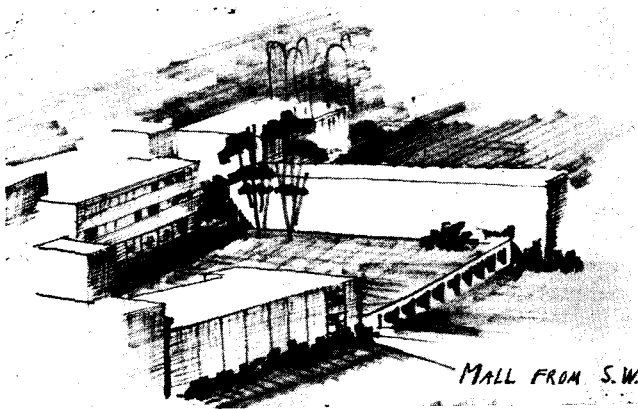
RECEPTION LOUNGE



DORMITORIES



PHYSICAL EDUCATION



MALL FROM S.W.

UMD -- 1970

Long-range building project planned for Duluth Campus

TWENTY winters from now students at the University of Minnesota Duluth Branch will walk in shirt-sleeved comfort through covered walks and corridors to all major buildings on the Duluth campus. The campus itself will serve an estimated 3,500 students as efficiently as its present site now serves 1,200.

The Board of Regents several months ago approved the plans for "UMD—1970." A year in preparation, the plans embody what is probably the most thorough research ever conducted into a future college development in America. Climate, topography, drainage, view, population growth—all were taken into account.

Features of "UMD—1970" are cottage-like dormitories housing eight students, arranged in rows against the slope to take full advantage of winter sun while getting wind protection. Sod-covered corridors will connect building groups and permit students to go from dormitories to classrooms dry and warm.

Already completed under the plan is the new science center including classrooms, offices, and research facilities.

President Morrill has written of the new plan: "It is more than an architectural scheme; it is the product of vision and fore-thought as to the service which the University must strive to render to the citizens of Northern Minnesota and their children."

Here's the book that makes the perfect graduation present

You can't find a more appropriate gift for your son or daughter at graduation time than a copy of *The University of Minnesota, 1851-1951*, by James Gray. It's a corking good book — a big book, chock-full of pictures — and the price is only \$3.75. Every student who has attended Minnesota will want to own a copy, to read and reread, and to treasure as the finest memento of college days.

This book tells the whole story of the university, from its founding by a handful of pioneers before Minnesota became a state, through its hundred years of growth up to the present vast scope of activities. There's many a chuckle through the pages, and much to be proud of, in this intimate tale of the people, places, and events that have made Minnesota one of the greatest public universities in the world.

James Gray, an alumnus of the class of 1920, reveals the story in a warmly human manner. He got it by interviewing hundreds of persons who have been associated with the university in various ways, by searching official records, and by delving into the private papers of former university presidents. From all of this source material, with the added advantage of having known personally every one of the university's eight presidents, Mr. Gray has written a highly readable and often amazing story.

You, as a parent, will find much of interest in this book too. By reading it you'll get acquainted with your university's presidents, deans, and professors. You'll appreciate their foibles and frustrations, their aims and achievements. You'll see just how the different departments, schools, and colleges of the university developed. You'll have a better understanding of the over-all goals which guide the university's activities. And we think you'll agree with the critics who have found this "a fascinating story well told" (*Chicago Tribune*) and "a sound and graceful chronicle" (*Minneapolis Tribune*).

The
UNIVERSITY
of
MINNESOTA

1851-1951

by James Gray

Though the price is exceptionally low, this is a beautiful book. It contains 609 pages with 64 additional pages of pictures — 135 different pictures in all, which tell a vivid story in themselves. Handsome endpaper maps show both the Minneapolis and St. Paul campuses.

Send your order now, using the form below.

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MORRILL REPORTS ON APPEAL OF SUSPENDED PHARMACY STUDENTS

Early in February, students, faculty, and friends of the University were shocked and distressed to learn that certain students, all of them members of a pharmacy fraternity, had confessed to premeditated cheating in examinations and to the theft of University property.

Immediate action was taken by the All-University Disciplinary Committee in the cases of the four students most seriously implicated.

Three of the four, upon request, were granted individual hearings before a special faculty committee appointed by President Morrill. This committee talked with each student, examined his past record, and considered such evidence as character references from the student's home community in an effort to provide every chance for rehabilitation. In all cases, names of the students involved have not been made public.

The following statement by President Morrill, made on March 3 after reviewing the findings of this committee, is printed here because of its interest to the parents of all University of Minnesota students.

LATE last Friday the special faculty committee appointed under University regulations to hear appeals from decisions of the All-University Disciplinary Committee in the cases of students in the College of Pharmacy presented its report. I have studied this report and the transcript of the committee hearings and have likewise reviewed in detail the transcript of the hearing, consideration, and the original decisions of the All-University Disciplinary Committee.

Charges were made, supported by written and oral confessions, involving four students in the theft and use of examinations and answers from College of Pharmacy offices and of furniture from a University dormitory. The furniture thus obtained was installed in the Phi Delta Chi fraternity house. Certain other members of that fraternity also made use of the stolen examination questions and answers.

Dishonorable and criminal student conduct of such seriousness is deeply disturbing and disappointing to the University. Cheating by college students in their studies is a travesty upon the learning process and the aims and uses of education. The University cannot condone dishonesty of any kind on the part of its students or staff.

THE profession of Pharmacy for which these young men are preparing is an honorable and indispensable profession of high ethics and great responsibility. It is a

profession to which the University has sought earnestly and devotedly to contribute by rigorous and competent training and example. I have every confidence in the integrity of the College of Pharmacy, its faculty, its administration and the overwhelming majority of its students. The high standing of the College has been attested and commended by the accrediting committee of the Council on Pharmaceutical Education which recently studied the College, its faculty competence, curriculum, and facilities and filed a most gratifying report.

I am impressed, likewise, with the conscientious care and thoroughness with which the Dean of Students and his staff, and the University Department of Protection and Investigation, have acted in the matter to secure the facts and to present them fairly and promptly to the committees acting in judicial capacity and to the President.

Moreover, in prosecuting the investigation, the University received assistance from a group of professional pharmacists. Likewise in the case of each appeal before the special faculty committee, the student was accompanied and represented by a member of the profession.

The original penalty imposed by the All-University Disciplinary Committee on each of the four students whose cases were presented by the Dean of Students was: (1) suspension from the University for at least one year "with the understanding that before any request for reinstatement (thereafter) be entertained, a very careful review of the case be made by the Office of the Dean of Students" as the basis of any possible reconsideration by the committee; (2) a grade of "F" in each examination in which illegally obtained information was used; (3) strict disciplinary probation; and (4) full restitution to the University for stolen property.

These penalties, the maximum the Committee was authorized to impose, are rightly severe. Reinstatement a year or more later is uncertain indeed, subject to the clear proof and demonstration of moral redress and rehabilitation. The faculty has imposed grading and scholastic penalties not only upon the four students thus disciplined but upon others who made use of illegally obtained examination material. In the case of all students thus affected, not only is possible graduation certainly delayed but the grade-penalties may well result in the enforced dropping for low scholarship of certain students of presently low standing.

In the matter of stolen property the Regents of the University, not the Committee, have final review and de-

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Morrill Reports

continued from preceding page
termination of action. Legal prosecution and expulsion are possible penalties. These penalties, however, I shall not recommend. In college discipline, generally, as in juvenile court procedures, the emphasis is upon rehabilitation. Two committees of experienced, thoughtful and respected faculty and administrative staff members have given careful attention to the student offenses, and the College of Pharmacy faculty has acted independently as well. The Senate Committee on Student Affairs likewise has been requested to consider further the present and future University status and recognition of the fraternity whose members were involved.

Finally, in the cases of three of the four students penalized by the All-University Disciplinary Committee who appealed to the Special Faculty Committee, the latter committee has recommended as follows:

1. In two of the cases before it, the Committee recommends that the original penalties stand unchanged.
2. In the third case, upon the basis of new and additional evidence, "the committee recommends that the penalty should be less severe," that instead of suspension, the student be placed under strict supervision on disciplinary probation, be given an "F" in each of two examinations in which he used illegally obtained advance information, be required in-

dividually to make payment to the University for a stolen chair, and be denied active participation in the Phi Delta Chi fraternity for the time he continues in the University.

I have approved these recommendations and have so notified the Dean of Students. The sentence of the fourth student who did not appeal will stand.

J. L. MORRILL
President
University of Minnesota

Commencement June 14

An estimated 2,750 candidates for graduation will cross the platform in Memorial Stadium the evening of June 14 to receive their degrees from President James Lewis Morrill. Candidates, parents, and friends will hear a prelude concert by the University Concert Band and an address to the class by President Morrill.

Speaker at the Baccalaureate service on Sunday, June 8, will be Reverend Gerald B. Phelan, head of the department of philosophy, University of Notre Dame. Parents are invited to attend the service and President Morrill's senior reception, traditionally held outdoors immediately following the Baccalaureate service.

May 9 To Mark Dedication of New Home Ec Wing

THE formal opening of the new wing of the Home Economics building on May 9 will feature a dedication program, an afternoon and evening open house with coffee and cookies, and conducted tours of the new addition.

The new wing will be dedicated at a program beginning at 8:00 p.m. in the auditorium of Coffey Hall on the St. Paul Campus. Students, parents, and friends of the University's School of Home Economics are invited to attend both the program and the open house.

During the afternoon and following the evening program, visitors will be shown around the building. Faculty members or students will be stationed in each room to explain how the new facilities and equipment are used.

Under construction for almost three years, the new addition will house the classrooms, laboratories, and offices of foods, nutrition, and related art, and give needed additional laboratory space to home economics education.

"We will be very pleased to have parents of our students come to see the facilities their girls are using and meet the faculty of the School," says Dr. Louise Stedman, Director and Professor of Home Economics.

MINNESOTA

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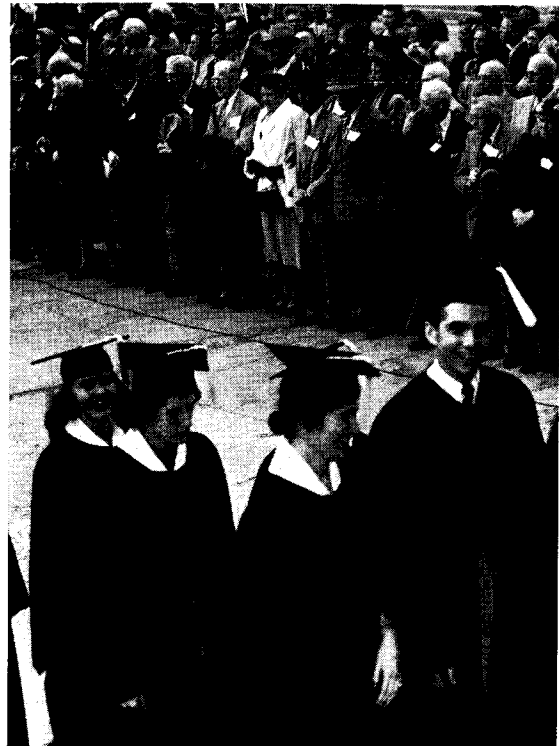
MINNESOTA CHATS

CAP AND GOWN TIME . . .

. . . Camera Highlights of Senior Activities



(Above) After the June 8 Baccalaureate Service, seniors and their parents were served punch at the President's Senior Reception, held on the lawn bordering Continuation Study Center.



(Right) While seniors filed into Northrop Memorial Auditorium for the annual Cap and Gown Day honors convocation, members of the class of 1902 watched the impressive academic procession.

Grand climax of senior week activities was the June 15 Commencement held in Memorial Stadium. It was a mild and starlit night as an audience of some 22,000 watched 2,800 seniors march across the platform and get their degrees.



Geography Department Trains Specialists, Combats "Geographical Illiteracy"

"**A**T THIS University," says Professor Jan O. M. Broek, "we in geography perform two jobs. The first is to contribute to the general liberal arts program of SLA—making up for what the high school has failed to do. The second is to train specialists in our field."

Chairman of the Geography department, Professor Broek is a small, intense man, who is constantly amazed by the scanty knowledge of geography most Americans have.

"I am a Hollander by origin," he says, "It always surprises me that in the United States geography has gotten into such a poor position. Why, in Europe it rates the same as history—studying the relationship of people to their habitats is just as important as studying their past."

Most children in the U. S. stop taking geography in their last year of grammar school, says Broek. Therefore what they learn is simple, colorful, and exaggerated. To most American schoolchildren geography calls up visions of Eskimos standing outside igloos, or African aborigines lolling under coconut palms.

"We in this country tend to see other people as quaint or spectacular. We don't get at the typical situations. And unfortunately," Broek goes on, "there is almost no geography taught in American high schools when the student is older and can better grasp

the complicated relationship between land and people."

THE student who wants a general background in geography at the "U" can take three basic courses:

- *the geography of physical resources* explains the differences in climates, land forms, soils, vegetation, and water supply all over the world and shows how they are linked up together.

- *human geography* illustrates where people live and what they consequently do for a living. It traces population distribution and its relation to the land—from nomadic gatherers and hunters to modern manufacturing civilizations.

- *economic geography* shows where the primary sources of food, minerals, coal, and other world commodities are. "We try to relate this information to current problems," says Broek. "For instance, to understand the Iranian petroleum question one must know where the other world petroleum fields are and how this distribution of resources affects Britain, Russia, the U. S."

Political geography is another general course. In it, Broek, explains, the state is regarded as "an earth-bound organization"—a section of land and people. The location and extent of natural resources of an area

give its political organization certain characteristics.

These general courses are supplemented by 14 regional courses covering the geography of all the major land areas on the globe—west and central Europe, the Far East, Latin America, the United States, etc. These courses are designed to show the delicate balances between man and nature which give rise to particular types of economy and culture.

WHAT'S the outlook for students who major in geography? After they have taken these introductory courses plus specialized subjects like climatology and cartography (map-making), they should have no trouble getting jobs, Broek claims.

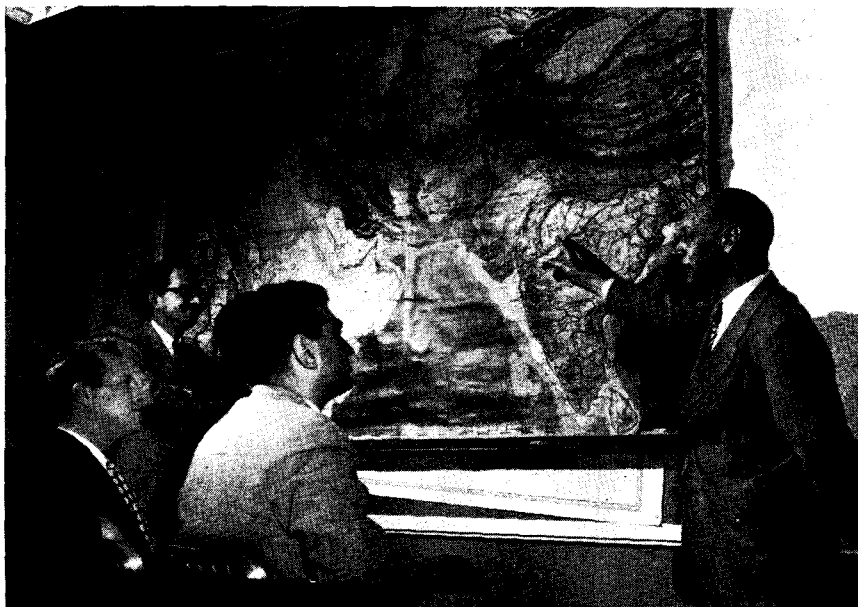
Those with B.A.'s often find work in the government. For those with advanced degrees there are specialized field-work jobs in government agencies, teaching jobs in college and universities, and—a recent development—work in regional planning.

There are now about 40 undergraduate majors and 15 graduate students in geography at the University. Many of them have jobs lined up before they finish school.

There are only about 25 established geography departments in the country. Although it is small, Minnesota's department ranks among the best. Broek says with some pride. The department has expanded considerably since it started in 1923 as an offshoot of geology.

On the faculty besides Broek, who specializes in political geography and Southeast Asia, are: John C. Weaver, whose fields are agricultural geography and the geography of Arctic areas; John R. Borchert, physical geography, especially climatology, plus the Soviet Union; and David E. Sopher, cartography, East Asia, and the Middle East. It has become a practice of this department to bring to the University each year a distinguished visiting professor of geography from another campus, either in this country or abroad.

As geography faculty members John Weaver, John Borchert, and David E. Sopher look on, Jan O. Broek, chairman, makes a point on the map of India.



**“The reward
is in the FUN,”**

at the

ART CRAFTS WORKSHOP

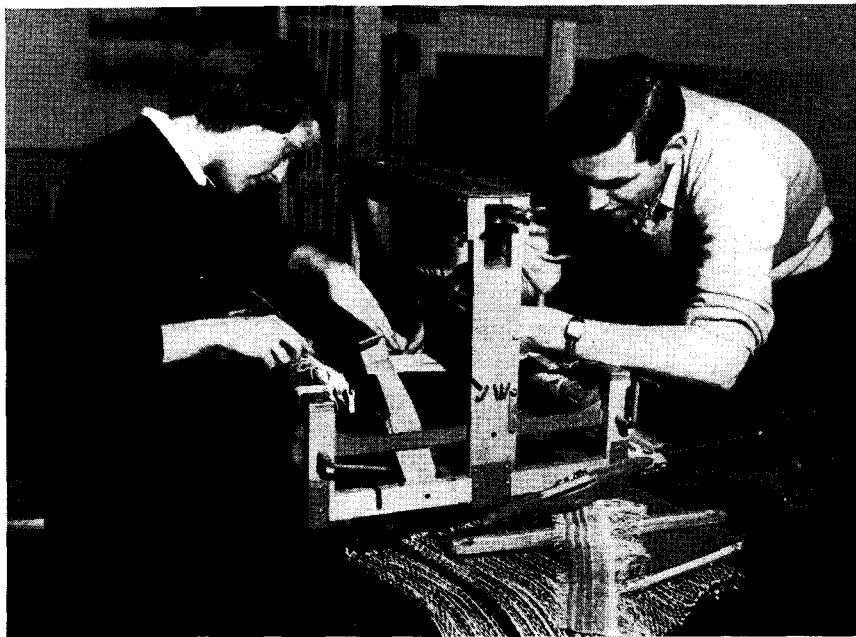
SOME students have always had a secret yen to build a bookcase. Some have always itched to develop their own photographs. Others have long wanted to get their hands into some wet clay. They can do all this and more at the University's Art Crafts Workshop in the basement of Coffman Memorial Union.

Frank Verrall, art crafts supervisor, says “The Shop belongs to the students who use it. There's no fee except for materials, which are sold at cost.” Although the shop is closed during the summer, it will open again at the beginning of the academic year next fall and will keep open weekdays from 12 to 7, Wednesday and Friday nights till 10. About 1,000 people use it each quarter.

Verrall, shaggy-browed and mildly absent-minded, is sold on the importance of the enterprise. He feels the shop has real recreational value. “People *play* here,” he says, “with the basic arts of mankind. In an age of machine technology they're getting contact with basic tools and materials.”

WOODWORKING, with its complete supply of hand and power-tools, is the busiest department. About six in ten projects are bookcases, says Verrall. There's usually some ambitious student working on a boat, too.

The metal department, equipped for jewelry-making, is the scene of considerable tinkering. Some medical students once built a “harness” there to hold mice during experiments!



Making placemats on the Shop's table loom are Virginia Tyrrell, occupational therapy junior of New Ulm, and Jules Smith, law sophomore of Shakopee.

Other equipment includes leather tools for making belts, billfolds, and purses; three looms for weaving; and material for painting, drawing, and printing. The Art Crafts Workshop also boasts a potter's wheel and a small photo lab with developing trays, tanks, an enlarger, and a printer.

The workshop, supported by the Union Board of Governors, was a war baby. It began as a rumpus room for servicemen, with a small corner for crafts. It has since mushroomed (largely because of married vets' demand for good but cheap furniture) to its present 2400 square feet.

VERRALL, whose first love was painting, has been at the shop six years. “Our staff,” says Verrall, has come from the fine and industrial arts, mechanical engineering, physical education. Each member always has some basic specialty. But as recreational workers, we've had to break our own trail, learning right along with the students.”

When he has time to talk about his favorite subject Verrall tells you how important is the whole field of recreational arts and crafts.

“We are not a department store to sell things here—not even ideas,”

he continues. “We don't train people, in a narrow sense. We do try to help them work out good designs and appreciate beautiful forms.”

People who make things in the shop learn something about independence, too, Verrall thinks. When they cast about for ideas he and his co-workers throw them on their own. “We want to discourage the natural dependence that exists between the so-called expert and the layman. So instead of telling them what *I* think, I make them work it out for themselves. I'll ask them: What kind of table do you want to make? What will it be used for? How will it fit into a room? Can you sketch out an idea? Then *they* take over.”

Another part of the learning is through group projects. In pottery-making the work is shared by remote control. One person will mix the clay for everyone who comes in later. And when someone fires a pot for himself he'll do it for the others at the same time.

“The practical training people get here is negligible when it comes to outside application. These students aren't going to be professional photographers or cabinet makers. But the reward is in the activity right here,” Verrall concludes. “The reward is in the *fun*.”

A long way since '82 . . .

Summer Session Offers Varied Courses

The University's Summer Session has come a long way since 1882, when it offered six courses to 73 students, "nine of whom were gentlemen and sixty-four ladies." Back in those days summer students could choose only German, English, Rhetoric, Elocution, and Geology, and the courses were aimed exclusively at teacher-training.

A quick look at the 1952 Summer Session bulletin shows how much things have changed in the past 70 years. A faculty of about 700 now teaches some 1,200 courses during both six-week terms. The 10,000 students attending both terms can take an amazing variety of courses ranging from Renaissance Art to Research in Dairy Production.

About 45% of the students in both six-week sessions are teachers, according to Thomas A. H. Teeter, Dean of the Summer Session. Rounding out the enrollment are regular undergraduate and graduate degree candidates from the University of Minnesota and elsewhere.

The first six-week term ends July 26. The second term runs from July 29 through August 30, and registration for this second term is being accepted through July 28.

Featured in the second term are:

- an intensive 20-hour-a-week course in advanced Russian, with emphasis on conversation.
- courses in Scandinavian area studies given in cooperation with the Scandinavian department of the University of Wisconsin.
- workshop in rural education where teachers in rural schools can swap practical solutions for their problems.
- American Studies course in Popular Culture in the United States taught by Reuel Denney, professor of social science at the University of Chicago.

At the Duluth Branch the second term will feature:

- workshop in painting conducted by Millard Sheets, California artist, who has been called "the West's most talked-of painter."
- a special course in business administration for post-graduate navy officer-students.

The Summer Session is not all work by any means. Plans have been made by the dean and his colleagues for movies, concerts, lectures, and tours, nearly all of which are covered by the student's incidental fee paid on registering.

'U' Alumna Cited For Work Abroad

Kathleen Gallagher, Master of Social Work, '47, was given special mention in a recent article on jobs abroad in *Made-moiselle* magazine.

The article says:

"Kathleen Gallagher's Master's in social work from the University of Minnesota in 1947, has taken her to the Tokyo Army Hospital . . . She's American Red Cross Field Director there. Her staff . . . works around the clock taking care of the human needs of the sick and wounded from Korean Battlefields—Thailanders, Filipinos, Greeks, French, Colombians, Ethiopians. Working with nurses from different lands, she takes on the men's welfare problems whatever their homelands."

Her duties include giving news of families, administering supplies and comfort and just listening to the men's "worry stories." According to the article, Kathleen's training at the University of Minnesota plus a tour of duty with Red Cross in European Theater helped her qualify for this difficult but rewarding job.

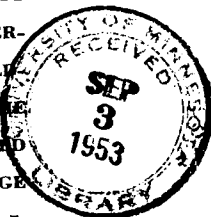
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