

# MINNESOTA CHATS

## Fall Enrollment Up 14.6% at 'U'

There are 23,393 students attending the University of Minnesota this fall, an increase of 2,994 or 14.6 per cent over last year's fall quarter total of 20,399 students, according to University recorder True E. Pettengill. The increase is 1,000 more than was expected.

- Included in the total for the current quarter are 21,468 students on the Twin Cities campuses and 1,925 at the Duluth Branch. A year ago, 18,742 were enrolled at Minneapolis and St. Paul and 1,657 at Duluth.

- There are 2,078 Korean veterans and 659 World War II veterans attending the "U" under government benefits.

- Men outnumber women at the University more than two to one—16,941 men to 6,452 women.

- More new students entered the University this fall than a year ago—7,473 as compared with 6,258. Freshman enrollment of 5,154 is 21.5% above last year's total. The increase in freshmen was proportionately greater than the growth in number of high school graduates from 1954 to 1955. This suggests, according to Dean of Admissions and Records R. E. Summers, that there has been a marked increase in Minnesota's public interest in higher education, and that this has motivated more than the usual proportion of young people to attend college.

This fourth yearly increase is the largest since 1951, when the post-war low enrollment of 18,682 students was recorded. The continuing upward trend which started in 1952 is clearly accelerating and, according to Pettengill, is expected to continue through the 1960's and beyond.

## Faculty-Student Exchange Marks 'U' Agreement With Seoul University

The "sister relationship" established last year between the University of Minnesota and the National University of Seoul in Korea is now in full swing, according to Tracy F. Tyler, coordinator of the Seoul National University of Korea Cooperative project.

Forty-three faculty members of the Korean school are enrolled at the University of Minnesota this fall, and eight Minnesota staff members are now at work on the Seoul campus.

Twenty-five Koreans registered this

fall to further their studies in engineering, agriculture and medicine—fields of knowledge essential for the rebuilding of Korea. Four engineering students were the first to register under the program last spring, and 14 more started their studies at the summer sessions.

Under the exchange agreement, the University sends to Korea advisers in the three vital fields of engineering, agriculture and medicine. The project operates under the International Cooperation Administration

## Here's Your Invitation to Dads' Day, November 19

**F**ATHERS and entire families of University students are invited to visit the Minneapolis campus of the University on Dads' Day, Saturday, November 19, for a luncheon in Coffman Memorial Union at 11:30 a.m. and for the Minnesota-Wisconsin football game that afternoon.

Luncheon tickets at \$1.50 can be ordered by using the coupon on this page; the same number of reserved tickets for the game may be bought on the morning of Nov. 19 at the North Tower of Memorial Stadium.

An annual event at the University for nearly 30 years, Dads' Day is conducted jointly by the University and the Minnesota Dads Association. This statewide group of more than 400 fathers of past and present University students was set up to "promote the welfare of University students" and to advance the University "educationally, morally, and socially."

Feature of the Day is the official luncheon at 11:30 a.m. in the Union Main Ballroom. Main speaker will be University President J. L. Morrill.

Also to be introduced are fathers of football team members, who will attend as guests of the "M" Club, and Guy Sundt, athletic director of the University of Wisconsin.

While the emphasis is on Dads, the Association is especially eager this year to have other members of the family—mothers, sisters, and brothers—also attend and thus make the event a real family party. Luncheon reservations can be made by mailing in the coupon below.

UNIVERSITY OF MINNESOTA
DADS ASSOCIATION
205 Coffman Memorial Union
Minneapolis 14, Minn.
Please reserve _____ places at \$1.50 for the Official Dads Day Luncheon, Nov. 19 at 11:30 a.m.
<input type="checkbox"/> Check enclosed <input type="checkbox"/> Bill me
Name _____
Street _____
City _____ State _____

*variety in uniformity . . .*

## Outfitting Students Is Art Berge's Job



*Art Berge fits an ROTC uniform on John Prentice, Minneapolis. John is in his fourth year in the Institute of Technology and third year of AFROTC.*

**K**EEPING University Army and Air ROTC students properly outfitted and equipped is the job of Art Berge, supervisor of the Army and Air Force supply room in the Armory. He has worked at the U practically all his life — back to the days when, as a young boy, he milked cows at \$12.00 a week on the St. Paul campus! He's been in military supplies since 1926.

Berge, a forthright man with sandy, thinning hair and remarkably candid blue eyes, can be seen in his Armory headquarters usually wearing khaki pants and a somewhat violent sport shirt. In the office are stores clerk Carl Johnson and stenographer Marilyn Lange. The main equipment room looks rather like an army-navy store, with its endless racks of blue, blue-gray, and khaki-colored coats, pants, and jackets and its shelves of gloves, trousers, and shirts.

Art pauses in front of a rack of

Air Corps uniforms to explain: "When I came here in '26 drill was compulsory. Those days I'd suit up about 2200 students each fall — all military. Now we outfit the Air Force as well as the Army (the Navy has its own supply room) — about 500 for each branch in the basic group and 300 more each in the advanced."

Berge's main responsibility is taking care of uniforms: issuing them to students and seeing that they're checked in, dry cleaned, and kept in proper repair. The basic uniform — for ROTC students in their first two years — costs \$85 and is paid for by the Service. It includes: jacket, trousers, overseas cap, topcoat, belt, tie, and shirt. It is returned to the supply room.

For the advanced student — junior or senior in Air or Army ROTC — the uniform is similar but more expensive. It, too, is paid for by the Service, but unlike the basic uniform

is made to measure and belongs to the student for keeps.

Berge also gives out books — an average of six per student per year — for Army and Air ROTC, as well as band equipment for these two branches. Consequently, the back room is bulging with tubas and sousaphones; next to these are stacked Army and Air Corps office supplies, which Art also distributes.

He keeps a close watch, too, over arms and equipment. Taking you into the basement he points out a miniature arsenal with a sloping floor. "This," he explains, "used to be a swimming pool until Cooke Hall was built in 1934." Here on the graded tile floor are rows of Garands totaling nearly 600, plus a good number of carbines and bazookas. These are used for student practice; Art explains they've all been carefully "demilitarized" — had their firing pins removed.

Speaking of weapons brings Berge back to his locked vault near the upstairs office. Here is kept an assortment of machine guns, 75 mm. recoilless rifles, and other mean-looking weapons. Art picks up a bazooka by way of illustration. "You hold it like this. Then PFFLUMP —" He pretends to fire. "That'll even shatter a tank!" (Berge himself has never been in service — too young for World War I, too old for World War II, he explains.)

In a locked chest within the vault he keeps such sensitive items as pistols, binoculars, and compasses; the latter are checked every year by men from the ordnance department. Art himself is occasionally called away from totaling budget figures or giving out uniforms to repair a rifle or tinker with a camera.

Why does he like his job? "It's the people," he answers. "I like working with students. We get an awfully

*continued on page 4*

*thanks to staff planning . . .*

## Lab Is "Child's Play" To Home Ec Students

**Y**OUNG FRY have invaded the School of Home Economics on the St. Paul campus! No, they're not dietitians or textile experts, j.g. They are pretty much the usual kind of children, and you can find them at play in Room 120 in the Home Economics Building — the child laboratory now in its third year in the School of Home Economics.

The idea of establishing a child laboratory came largely from Wylle B. McNeal, former director of the School, who felt that home economics students, as potential teachers and homemakers, needed a great deal of experience with children. The laboratory was established to supplement home economics students' ordinary contact with children: all majors take a course in child training in the Institute of Child Welfare and observe in the Institute's nursery school on the Minneapolis campus. Home economics education majors are required to spend an additional 40 hours in nursery school work. In the child nutrition class, students help plan, serve, and prepare food in the Institute's school.

But for the past three years this work has been supplemented by the child laboratory right on the St. Paul campus set up with the help of Elizabeth Fuller, principal of the Institute's nursery school. As part of the Personal and Family Living course, each freshman in home economics observes these children. Upperclass students in methods classes not only observe, but actually help in the play school. What they learn about the children and their behavior will aid them as homemakers and as teachers of child development units in secondary schools.

The various home economics classes approach their work in the lab

from different viewpoints, says Ella Rose, professor of home economics education. Related art students will concentrate on house planning and furnishing for the pre-school child. Clothing classes will learn what clothing is appropriate for the nursery-age child. And adult education classes are interested in the play school as a service to adult groups and what it affords in the way of instructional material for parents.

**W**HAT'S THE play school like? Its headquarters are Room 120, once a large storage room, which underwent a complete face-lifting to become the present lab. Now one end very much resembles a kitchen in any home — with a range, refrigerator,

and good counter space. At the opposite end, an observation booth with a one-way screen permits about ten students to observe the children without being seen.

One wall is partly lined by tiny lockers, each identified for its young user by a special picture. The children learn to put on and take off their wraps, and to hang them up, too.

The room is furnished with child-size tables and chairs, a piano, a combination sand- and water-table, and a slide. Books and blocks, dolls, toy dishes, equipment for playing house — including a "homemade" stove and a doll's cradle that was once a grape basket — all these make the play school a child's heaven.

What's more, the children choose their own activities, whether it's sliding, playing the xylophone, or painting a picture. "While this is primarily a training facility for students, the children themselves, naturally, regard it as simply a place to have fun," says Miss Rose.

Group activities include story-time, with Mary Helen Haas, home eco-

*continued on next page*

*Three tykes are supervised in the play school by Prof. Ella Rose, l., and Mary Helen Haas, r., a graduate student and assistant in home economics education.*



## Home Ec Lab *continued*

nomics education assistant; listening to children's records; and even "baking." As in any home with several children, the youngsters learn to share and play together and to take part in home projects. If Mrs. Haas bakes cookies, the children may watch and take turns rolling the dough just as they might do it at home.

The children who go to this play school are admitted in groups of eight. They come for several hours a day, two or three days a week, and each "session" lasts six to eight weeks. During one such period the group may be two- or three-year-olds; during the next, it may consist of four- or five-year-olds.

Although there is no restriction on residence or occupation of parents, it's not surprising that most of the children come from the area around the St. Paul Campus — from St. Anthony Park, Village Grove East, and Thatcher Hall. Many of the parents, naturally, are faculty members, and some of the mothers are home economics graduates.

Young as it is, the play school is a success, as evidenced by its long waiting list. But for the Home Economics staff the laboratory's main contribution is the real-situation training it is giving future home economics teachers and homemakers to help them better understand young children.

## Construction Of St. Paul Campus Student Housing To Begin In '56

Regents of the University of Minnesota have authorized construction on the St. Paul campus of dormitories to house 300 single students and apartments for 100 married students, William T. Middlebrook, vice president for business administration and secretary of the Board of Regents, reported recently.

One dormitory unit will house 150 men, the other will accommodate 150 women, and these together will cost \$1,200,000. Another \$1,000,000 will be required to construct the 100 permanent housing units for married students.

Of this \$2,200,000 total, slightly over \$1,000,000 will be realized from the operation of such university enterprises as dormitories and dining

halls. The balance, said Mr. Middlebrook, will be secured on a long-term loan.

Construction is expected to begin sometime after July 1, 1956, and the Minneapolis architectural firm of Magney, Tusler, and Setter has been authorized by the Regents to prepare plans for the new buildings.

Those who are familiar with the St. Paul campus area will be interested in knowing that the site of the proposed new dormitories is the high ground just east of Cleveland Ave., north of Buford St., and southwest of the present agricultural dining hall. The one- and two-bedroom unit married-student housing is planned for the area east of Cleveland Ave. between Commonwealth and Como Aves.

## Berge *continued*

nice lot of boys. I remember how Harold Stassen — he was on the rifle team — would come over just to bat the breeze. And there've been so many others. . . ."

Berge lives about four blocks from the Armory, and his daughter attends the "U" now. After 33 years on the staff, Art can't get over the general friendliness of the people he's known and worked with. "Being here that long you just kinda get to know everyone, and everyone gets to know you."

## "U" Gets Kellogg Grant

A \$59,650 Kellogg Foundation grant has been awarded to the University of Minnesota for further development of its course in hospital administration, James A. Hamilton, course director, reported recently.

The money will go into research work in hospital administration, integration of the on-campus and off-campus teaching program and preparation of textbook material. Two new persons have been added to the hospital administration faculty.

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# MINNESOTA

## CHATS VOLUME 38 NUMBER 1

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# MINNESOTA CHATS

## How "U" Celebrates Brotherhood Week

**B**ROTHERHOOD WEEK at the University of Minnesota was commemorated Jan. 11-17 by a special convocation, a banquet, an art exhibit, and an international ball.

The Student Councils of Religions sponsor Brotherhood Week annually, working closely with Henry E. Allen, professor and coordinator of student religious activities. Dr. Allen says, "With the cooperation of other campus groups interested in human relations — like the Human Relations Council, Alpha Phi Omega (national service fraternity), the Inter-Fraternity and Pan-Hellenic boards and rooming house groups — I think the Student Council did a first-rate job this year."

Ralph R. Lindblad, chairman of Brotherhood Week on the Minneapolis campus and a senior in the School of Business Administration from Braham, Minn., welcomed the Purdue (University) Panel of Americans to the campus at a coffee hour on January 11th. The University of Minnesota Panel members also greeted the visiting group.

These panels, established on 17 U. S. campuses, are made up of students of differing racial, religious, and cultural backgrounds who discuss publicly their beliefs and experiences to dispel ignorance and thereby promote tolerance.

At the Brotherhood Week convocation Jan. 12, the Purdue Panel members—a Jew, a Catholic, a Protestant, a Negro and a second-generation American of German descent — discussed their attitudes toward prejudice. A workshop on the functioning of the panels followed in the afternoon. The Purdue Panel also appeared at the St. Paul campus Brotherhood Week banquet Jan. 11. Michael R. Behr, Agriculture junior from Paynesville, Minn., was chair-

man of Brotherhood Week arrangements on the Ag campus.

Floyd Brewer, St. Paul artist, spoke at a coffee hour Jan. 13 about his 17-picture exhibit, "Uncle Sam's Children," displayed in Coffman Union during Brotherhood Week. The paintings portray the ethnic diversity of America's people.

Music of the sitar, an Indian instrument, was featured at the annual Cosmopolitan Club International Ball Jan. 14. Dr. A. Gopalakrishna, one of many international students attending the University, played this

instrument during the intermission.

A talk on "Psychological Roots of Prejudice" by associate professor and senior student personnel worker Ben Willerman, and the presentation of awards for inter-faith activities were highlights of the Jan. 17 Brotherhood Week banquet sponsored by Alpha Phi Omega, service fraternity. The Hoigaard Award of \$236 was presented to Judith A. Novotny, Religion in Life Week chairman and past president of the Episcopalian students'

*continued on page 4*

*Indian student A. Gopalakrishna discusses Brotherhood Week with other "Week" participants: religious coordinator Henry Allen; student chairman Ralph Lindblad; consultants Harriet Willingham (Baptist foundation adviser) and Donald R. Zander, Student Activities Bureau student personnel worker.*



## ***The way Clarence Osell teaches Phy Ed 65, it's***

# **More Than EXERCISE**

**H**EART TROUBLE, asthma, or polio need not always bar the college-age man or woman from the campus athletic field.

Deep in the Stadium's South Tower Clarence Osell, a chunky, friendly man, teaches a special course in adapted physical education (P.E. 65). In Room 264 young men discipline their muscles and learn the skills of coordination and balance as they fence, drive golf balls, or play tennis, squash, and shuffleboard.

To keep the situation more natural, Osell always has in his gym some students without physical handicaps who just come in for extra practice in basic sports skills such as weight-lifting or throwing and catching.

Osell also trains others to work with the handicapped. He gives a course for physical education and recreational leadership majors in the theory underlying this special kind of therapy.

"Our gym program is adapted to the needs and capacities of students with heart trouble, asthma, polio, or orthopedic difficulties. Everything we do," he says, "is supervised by the Health Service staff. During Freshman Week I'm over in the Health Service talking to students with special requirements, and from time to time during the year other students are sent to me by faculty advisers.

"Take a boy who had rheumatic fever as a child," Osell goes on.

"Well, naturally, he hasn't ever had much physical education; he hasn't participated in games. For him—and for most of the handicapped—we believe there's a double value in sports work. One: it strengthens his muscles. Two—and most important—it draws him into group activities and builds his confidence. With the okay of the Health Service, such a student then has a sport for all his life—something he can enjoy outside the classroom."

About 60 to 70 students a year enroll in Osell's course. He keeps his classes small—not more than 15 in each. This way he can work with each student individually, building him up from partnership play (as in ping-pong), to doubles, to games that involve large groups.

A boy with spastic paralysis learns control as he walks a balance beam, and his coordination becomes smoother as he bounces balls and shoots baskets. Another—a polio victim with braces on both legs—trains his muscles on roller skates. Another youth, with curvature of the spine, strengthens his back with exercise. Then he learns the skills of archery.

"It's more than exercise," Osell stresses. "We think of it as exercise plus fun. We often improvise games or activities to fit a student's needs. For instance, a boy with weak neck muscles gets more of a thrill out of shooting a basket than just going through a series of calisthenics like an automaton, and the body building result is the same.

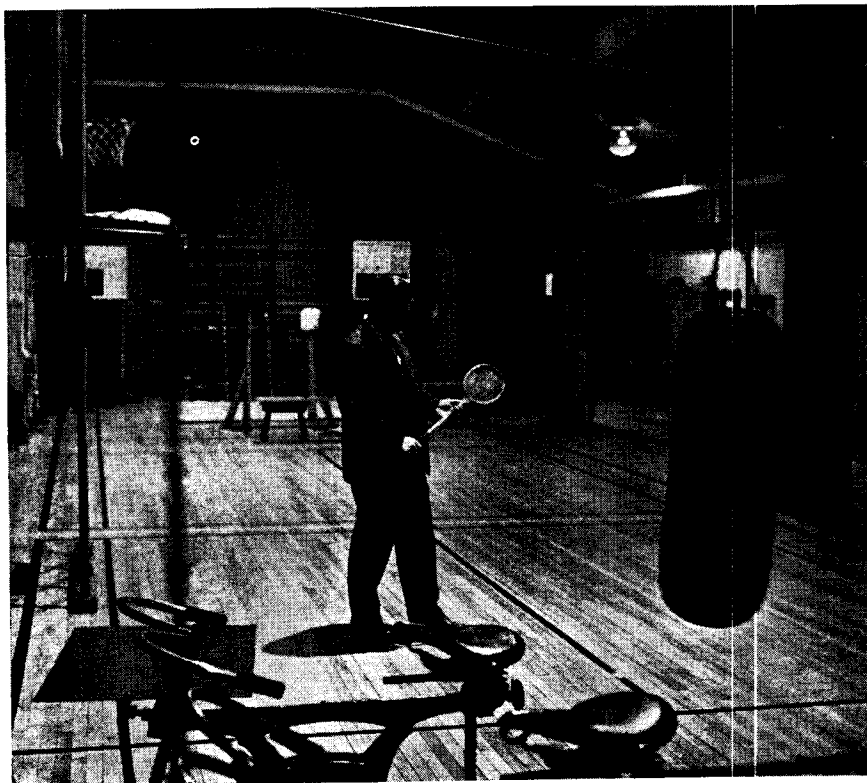
Some of the handicapped even excel at sports. Witness this story Osell tells:

"A lad once came to me very discouraged. Polio had paralyzed both his legs and he said he couldn't do anything in phy ed. Of course, his arms and shoulders had become very strong over the years, compensating for loss of the use of his legs . . . and before long we had him doing some rope climbing.

"One day Mr. Piper, the gymnastic coach, happened by and took a look at him. He decided the fellow was good enough to enter the national gymnastics competition.

"Well, the student did enter. And guess what happened? The boy who 'couldn't do anything in physical education' turned out to be seventh best . . . the seventh best rope climber in the whole country!"

*Clarence Osell teaches special phy ed course in 264 Stadium South Tower.*



**Meet Mabel Powers...**

## Counselor with a Heart

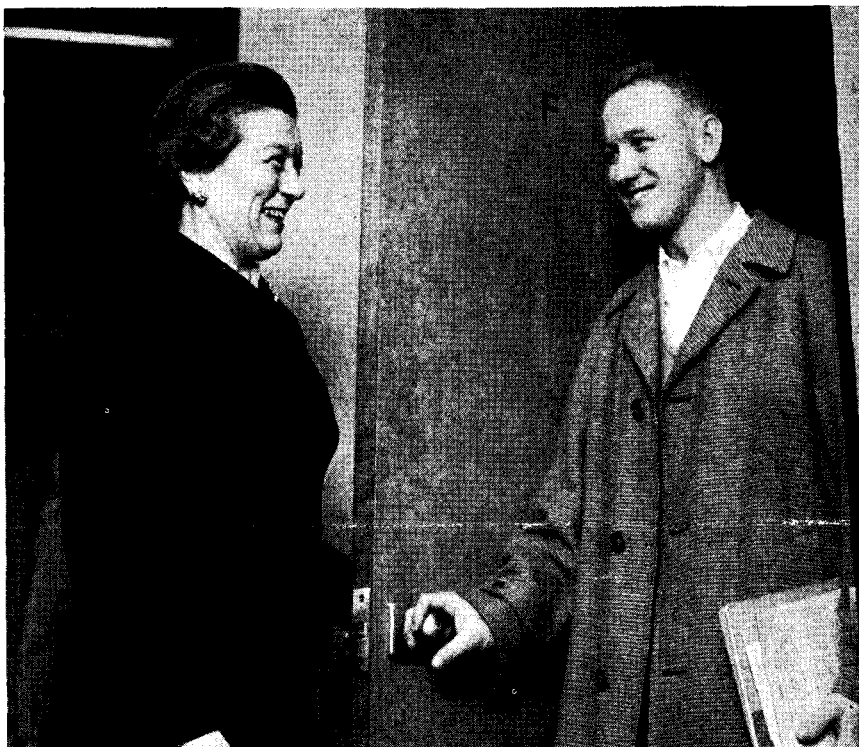
**Y**OU MIGHT SUPPOSE that the march of student feet, the sound of student voices and the complications of student problems would dim the lustre of any counselor's eyes after a time. But not in the case of Mabel K. Powers, assistant professor and senior counselor in the SLA Senior College Counseling Office.

Attractive, well-groomed, her brown-gray hair combed back, Miss Powers gives the impression of friendliness and easy competence. Looking thoughtfully at you from across her desk in 225 Johnston Hall, she says with quiet emphasis, "Everything I do involves counseling. I see students every day eleven months of the year — that, essentially, is my job."

Even when she talks about her job from an administrative standpoint, Miss Powers emphasizes human contacts. "Admission to senior college, which is one of our office's functions, doesn't mean arbitrarily shuffling papers and forms; it means dealing with human beings — talking, sometimes at length, to students about their goals and records."

Student applications for admission to the senior college and for waiving certain college regulations are handled by the Committee on Scholastic Standing, which consists for the senior college of the three assistant deans of SLA and the four members of the senior college counseling office.

Other functions of this office include: *conducting orientation meetings*, with individual students or small groups for the 1600-odd new SLA juniors and seniors each year; *acting as major advisers* for pre-professional and interdepartmental majors in the college of Science, Literature and Arts; *counseling students*, primarily in educational-vocational areas, but inevitably also on financial and emotional problems; and *maintaining a placement service* for Arts college graduates.



*Counselor Mabel K. Powers ushers history senior Lowell Drotts, Thief River Falls, into her Johnston Hall office to discuss his program for winter quarter.*

"And of course," Miss Powers says, "I am an all-round liaison for information about senior college students. Our office works midway between the U's faculty major advisers and the student counseling bureau; we supplement their work, and act at times like each."

Miss Powers describes her duties with characteristic warmth: "For instance: a student comes to see me for approval of his quarter program — he's an interdepartmental major and I'm his faculty adviser. I discover from his record that he's become a 'joiner' — too many outside activities in relation to his school work, which has suffered a bit. I try to help him strike a balance between these two aspects of his college career. We try in a variety of ways to help students find their bearings in their senior college years."

From the counselor's cat-bird seat, Miss Powers has some curious observations to make. "It's often difficult to assess counseling results; there have been times when I've felt that a student has gained nothing from it. Yet occasionally one of these students will return to see me after he's graduated and tell me gratefully how much we've helped him!"

Very dear to Miss Powers' heart is the placement service conducted by her office. From 1948 until last spring she took care of this; it is now directed by Thomas Laughlin. Some 50 to 75 companies throughout the country list openings with the office in 225 Johnston Hall; and during this fall quarter alone, 30 to 40 graduates found jobs through the service.

"This service is just for SLA grads," Miss Powers points out. "Interest in *good* liberal arts graduates is growing, you know," she continues, "and in ten years or so I think it will be reaching a new peak. The pendulum is beginning to swing back from specialization to broader liberal arts training."

"Naturally," she continues, "no sociology major can get a job as an engineer. But there are many positions that do not require specific professional training, and for these the good liberal arts graduate is well qualified."

**M**ISS POWERS' own career provides clear justification for this assurance. She graduated from the College of St. Catherine as a chemistry major, then took graduate work

*continued on page 4*

## How "U" Celebrates Brotherhood Week

foundation, and Ralph R. Lindblad, business seniors, for doing most to emphasize inter-faith activities on campus this year.

Brotherhood Week activities on the St. Paul campus included the showing of a film which explored roots of prejudice in children (Rhetoric Department students used material from the film in speeches and papers); morning worship (Jan. 13 and 17); and dinner parties for international students at campus living units Jan. 17.

Companion to Brotherhood Week each fall quarter is Religion in Life Week, another campus-wide activity sponsored by the Student Council of Religions, which focuses attention on the role of religious faith in student life.

The Student Councils of Religions — one for each campus — consist of representatives of the University's 30 student religious organizations which run the alphabetical gamut from Assemblies of God through Unitarian-Universalists, including the major faiths.

Professor Allen works with the foundations' religious advisers as well as their student representatives in conferring about common problems and in planning official observances. He also sees that new students are informed during Orientation and Welcome Week of religious activities on the campus, and his office receives the students' voluntary "religious census cards," which are sent to the appropriate organizations. In addition, Prof. Allen, who has had a lifelong interest in minority problems, has

planned such special projects as a recent student field trip to the Red Lake Indian Reservation.

Believing that religion is an important part of student life, the Minnesota Dean of Students' office pioneered among American state universities in setting up the position of religious coordinator, filled by a lay person (Allen's Ph.D. degree is in Practical Theology) rather than a clergyman of one particular denomination.

"We consider that our function here," Prof. Allen says, "is to encourage students to participate in the religion of their choice and more broadly to help them acquire an appreciation of diversity and a healthy respect for the faiths and beliefs of others."

## Winter Quarter Sees 22,000 Attending "U"

University of Minnesota attendance for winter quarter totals 22,200, an increase of 2,259 students or 13 per cent over the winter quarter attendance of 19,641 one year ago, True E. Pettengill, University recorder, reported after the second week of the quarter.

This represents a 5 per cent decrease from the fall quarter attendance of 23,393 which is less than the normal drop from fall to winter. Usually there are 6 per cent fewer students in attendance in the winter than in the fall. New students alone increased by seven per cent.

*continued*

## Counselor

*continued*

in Latin at Columbia University. She taught high school in Iowa and Minnesota and was principal of the Monticello, Minn. high school for ten years.

After that, Miss Powers was an educational and vocational rehabilitation counselor in a Naval hospital for three years, starting her present job at the "U" in 1947. To all these varied skills and accomplishments she recently added a Ph.D. in psychology from Minnesota.

Her spare-time activities? In mock exasperation, she says, "I just don't *have* many these days!" Her job, she explains, requires occasional outside speaking engagements, and as a faculty representative she spends considerable time attending meetings of the Social Service Council, which allocates funds for campus drives, and of the All-University Congress.

But it's clear that her multitudinous activities do not absorb all her verve, since she enjoys cooking, church work, and attending concerts and sports events.

Miss Powers sums up her work in the counseling office this way: "In a big institution like this, the SLA student may not always know precisely where to go for help. But having come to our office at least once for orientation meetings, he does have somewhere to begin. We try to listen sympathetically, to help wherever we can, and to refer him to other resources when necessary.

"I think Dean Buchta put it well when he said that our job is to give the student the advantages of a small college within the framework of a large university."

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# MINNESOTA

## CHATS

VOLUME 38  
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# MINNESOTA CHATS

*with feathers, furs, imagination,*

## Students Learn Costume Design

ONE of the requirements for taking the University's course in costume design is a rugged constitution. Students must be able to manage easily the steep three-story climb to the costume shop in the top of Nicholson Hall.

Here in an attic-like setting you can find all the ingredients of make-believe, recalling memories of childhood dressing-up, but with a practical purpose. For this is where University theater students learn costuming principles and practice.

Robert Moulton, young and affable instructor of the course, shows you around the main room which is slope-roofed with a no-nonsense air provided by its ironing boards and several sewing machines. But looking around, you are soon struck by the glamour of the place: Draped over a dummy is a black feather boa. On a table are several cake-tins filled with sequins and beads. Sketches for costumes cover another table, along with pieces of filmy white net and bolts of felt in strong reds, olives, blues, and blacks.

Two students — one of them a young man — are zooming away on the sewing machines. Moulton takes you past them and into the back storage room which boasts a sink and washing machines. Here you find rack upon rack of costumes, classified and labeled: *Blouses, peasant; Costumes: Chinese, Egyptian, Greek, and Roman*. One wall contains shelves full of hats, another of shoes, another accessories, such as gloves, hose, and shirts.

Moulton leads you into what U Theater people call "the inner sanc-

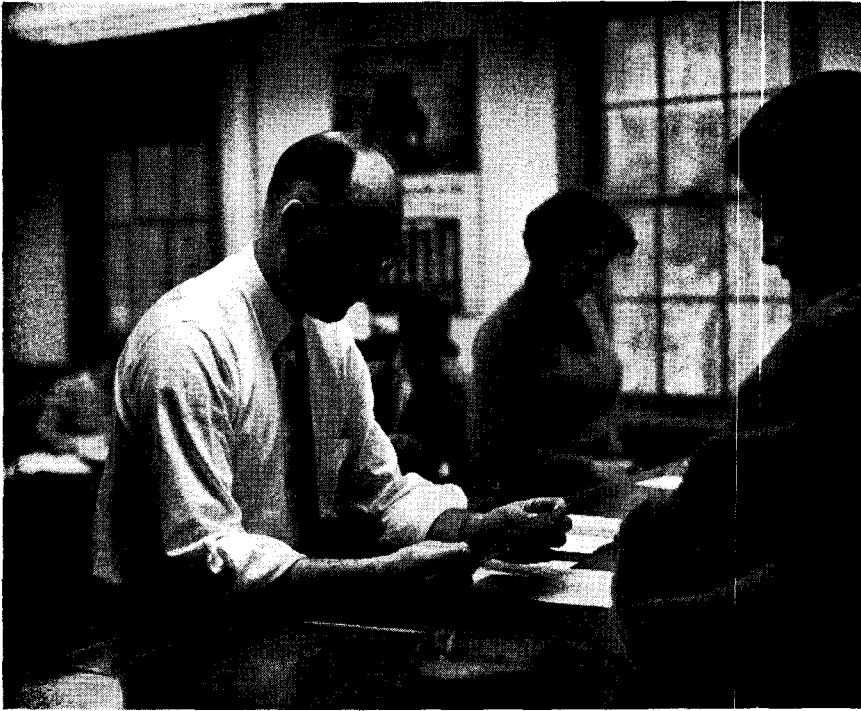
tum." "Here," he explains, "is where we keep our new, valuable first-string costumes. We have more than 12,000 items!"

THESE BITS AND PIECES, old costumes that are cut up and remodeled, trimmings and bolts of

yard goods are raw materials for Moulton's three-credit costume design course, Speech 93, required of all theater majors. The second week of the quarter he puts on a Grab-Bag Day, during which each student actually gets a grab-bag full of "the  
*continued on page four*

*U theater students—Bud Ekroth, Education senior from Superior, Wisc., left, and Griselda A. Ferguson, SLA senior, Minneapolis, right—learn about costume design from Robert L. Moulton, center, an instructor in speech.*





*"Here's a job you might like," says Sigurd T. Dyrland, supervisor of Student Employment Bureau, to applicant Patricia K. Johnston, business administration senior, St. Paul. Also standing at the counter of the Bureau office in Temporary South of Folwell is Joan B. Shackleton, principal clerk. Two part-time working students—Gladys A. Pomeroy and Neal F. Johnson—are at their desks.*

*Student job-seekers Barbara A. Sandell, education junior, Minneapolis (left); John G. Berquam, chemical engineering freshman, St. Paul; and Joel Marlowe McCrady, General College sophomore, Minneapolis, take some time between classes to consult Miss Pomeroy, graduate student in music, Clevy Center, Nebr. (left), Neal Johnson, psychology senior, Willmar, and Miss Shackleton.*



**to U students,  
no need to prove . . .**

## The Importance

**E**VER WONDER how students work their way through the U? They shut their books, trek all over the U campus — to shelve library books, set pins in the Coffman Union bowling alley, serve meals in cafeterias and dorms, take care of monkeys and guinea pigs in medical research labs. They walk into on- and off-campus offices to type, file, do accounting. They baby-sit and clean house. A few go downtown as commercial artists, as athletic coaches for industrial teams, and as Santa Clauses.

Last year, says soft-spoken Sigurd T. Dyrland, student employment supervisor, roughly one-third of all U students applied for jobs, and about one-sixth were placed. Many urgently need jobs to pay for tuition and meals. All students' part-time jobs are handled through the Student Employment Bureau housed in the Temporary Building south of Folwell. Student earnings totalled nearly four million dollars — a tidy sum, indeed.

### **Bureau looks for jobs**

"Most placement offices hunt for people to fill their openings," Dyrland points out, "but we're looking at the situation from the other side of the table — we look for jobs to fit the students." Campus openings

# f Being Earners

## ***part-time jobs pay tuition, room and board, and expenses***

are listed with the Bureau as a matter of course; recruiting jobs off-campus, through advertisements in daily papers and special literature, goes on all the time, with a special spurt of effort in late summer to prepare for the fall quarter rush.

### ***Students apply at Bureau***

First step in job hunting is to the bulletin-board posting of openings outside the Bureau door. Then the student fills out a card with his name, address, college, job experience, skills. Interviewer Joan B. Shackleton, principal clerk, looks over the card and often suggests tests. Typing, stenography, and clerical aptitude tests are the most frequently used, but occasionally special talents like manual dexterity are charted. Results of these tests take a day or so to return from the Student Counseling Bureau, where they are given. When the student returns to the Employment Bureau, the interviewer explains the job openings and refers him to the most promising possibilities.

Most working students spend 15 to 20 hours a week at the same job and keep it for several quarters. Some hold several short-term jobs during a quarter. A parking-lot attendant (during concerts or other special

events), for instance, might also tutor a fellow-student before an exam.

Like many U offices, the Bureau itself employs several part-time student workers whose vocational interests are varied. Gladys A. Pomeroy, a graduate student in music from Clay Center, Nebr. (see picture), and Bonnie E. Swenson, home economics education junior from Swanville, work side by side in the Bureau office, interviewing students, keeping in touch with employers, and maintaining the files of applicants.

### ***Some jobs are sought for***

"Most popular jobs on campus," Dyrland comments, "are in the library, but there are never enough jobs there to satisfy all the students who ask about them. There are many typing and clerical jobs," he continues, "which seem to be favored by girls. The boys are more apt to ask for jobs which pay well; unskilled jobs like stockroom attendant, hospital orderly, and janitor are the most numerous of our listings."

Hardest to fill are housework and sales openings. "Students don't seem to like being tied down to board-and-room, living-in jobs, though they do pay well," he explains. "House-to-house selling on a commission basis is another bugaboo. Requests from the east and west coasts, even from foreign countries, ask us to supply salesmen for everything from frozen foods to cemetery lots! But earnings are pretty uncertain, so we don't fill many of these jobs." Each fall, the Student Employment Bureau supplies about 100 men for concessions at football games and from 25 to 30 for other sporting events. "We usually have to scout around for that quota," Dyrland smiles, "because students are fond of football and the attendants can't always watch the games."

### ***Skills, schedules, need count***

Students who are not placed after they've applied at the Bureau usually have one of three difficulties:

- They don't qualify for the openings the Bureau has available at the time. "Not all typing jobs require a speed of 50 words a minute," Dyr-

land points out, "but that 'incidental typing' job may have been filled the day before, so the applicant may have to wait until another 'light typing' job is available."

- Class schedules sometimes don't allow students to work at the times a prospective employer needs help. "Sometimes this is a very knotty problem which is very important to the employer," Dyrland comments.

- Some students who apply at the Bureau don't seriously need a part-time job. "Persistence, we figure, is one test of the student's need — and many students return more than once until they are placed. Last year we counted almost as many interviews as there were students on campus (19,958 visits, in all) and the average student came in 2½ times," Dyrland continues. "Our biggest concern is to find enough jobs for those who want and need them," he emphasizes.

### ***Student jobs multiply***

Seventeen years ago, when he began his career at the U placement office, job-hunting students were few enough to be handled by a single staff member — Dyrland, himself. Four years ago the volume had grown so great that the Bureau was detached from the civil service employment office, which employs full-time non-student help at the U, and was moved to its present housing. Hedwin C. Anderson, director of Civil Service Personnel, heads both employment bureaus.

The enormous congregation of young people of every description make a convenient labor pool. So must have run the musings of a local industry's Aquatennial parade float organizer — because, Dyrland reminisces, the Bureau got a request last year for, simply, "a tall man for a float!" A long-limbed basketballer seemed to be the answer, but none could make it. "We do get a stream of representative students in the Bureau, you know," Dyrland smiles, "so we finally spotted that 'tall man for a float' coming through the door to apply for a part-time job!"



## U Students Study Costuming

makings" for the costume he or she has previously sketched.

**T**HE COURSE really has three parts. Moulton explains, "The first is the history of clothes and costumes.

"Then the class considers the theory and practice of costuming a play. We talk about practical considerations like the amount of money available, the limitations provided by the setting, and so forth. Basically we try to get the students to see how costumes for a show must be worked out according to an underlying theory, to tie in with the sets, lighting, and other technical elements to express the meaning of the play.

"I explain that there are several ways by which costumes can achieve a basic unity: through *color* (such as tying together the 'good' forces in a play by costumes of the same color family); through *line* or silhouette — say, all the women wearing panniers and ruffs for an Elizabethan play; or through *texture* — fur and felt, for instance, are the two primary elements in the costumes for the U Theater's production of *King Lear*."

Students are simultaneously applying this theoretical knowledge in the course's laboratory section. For many of the students — especially the young men — this is their first use of needle and thread, not to mention the sewing machine. Moulton says this really doesn't pose any

*continued from page one*

major problems. "Most men are mechanically minded and often do better at the machine than women do. Once they get over the idea that sewing is a strictly feminine pursuit, they frequently handle the machine with the same skill and dash they drive a car." He can't say the same for their hand-sewing, however, since masculine fingers seem less dextrous at fine work.

"But this isn't an art course or a sewing course. We teach our students the bare rudiments of cutting from patterns and sketching their costumes. Then, with their grab-bag material in tow, they're encouraged to learn by making their own attempts and, occasionally, their own mistakes."

Moulton, whose talents include dancing, choreographing, acting, and directing, as well as costuming — finds the University a stimulating place to work and teach, because of the variety offered in its productions. "In the course of a year we may start out making Indian headdresses and end up constructing suits of armor!"

As for the students, their opinions of the costume design course are pretty well summed up in the comment of one young woman who looked up from stitching sequins on the neck of a black velvet ball-gown to say, "Gee, this is really a fun course!"

## Mark Graubard

### Of General Studies

### Wins Freedom Award

The Freedom Foundation recently gave Mark A. Graubard, associate professor of general studies, a George Washington honor medal — for his outstanding editorial in the *Saturday Evening Post*.

Graubard has been studying the persecutions of the past. His magazine article contrasts the attitudes of Americans to Nazism and Communism, pointing out that opposition to Hitler was much more active than opposition to Communism. The editorial will be part of a book on the persecution of science to be published by University Press. His comments were published in the *Congressional Record* and broadcast over a National Broadcasting system national hook-up.

"I saw a resemblance between the persecution of witchcraft and persecution of beliefs by modern tyrants," he said. "Soviet propaganda has encountered no opposition of the kind that made Nazi propaganda futile in the United States," he wrote for the *Post*.

He received the medal at the seventh annual Freedom Foundation program at Valley Forge, Va.

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# MINNESOTA

## CHATS VOLUME 38 NUMBER 3

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# MINNESOTA CHATS

*under the guidance of Bernhard Weiser*

## Groans Grow into Statements of Pleasure

**W**HILE THERE IS a certain glamour and excitement playing to concert audiences from New York to Copenhagen and Paris to Costa Rica, Bernhard Weiser finds a greater satisfaction giving piano lessons as assistant professor of music at the U. He explains that while professional music circles are fascinating, students interested in learning to play the piano and in making it a definite part of their lives are more important to him. "There is great meaning in passing on to future generations of pianists the results of my training and experience," he says quietly and with modesty.

His training began when he was seven. When he finished high school at age 13, he began an intense study of piano that lasted for nine years.

From 1942 to 1949, he played 57 performances with the Boston Symphony Pops Orchestra under Arthur Fiedler, saw Minnesota for the first time when he starred with the Duluth Symphony Orchestra, and appeared in Town Hall and Carnegie Hall and with many other orchestras. After 10 years as a concert star, he came to the U in 1953.

Since Weiser began teaching at the U, he has played numerous solo recitals in this area and appeared with



*Seated in his studio-office in Scott Hall, concert pianist and teacher, Bernhard Weiser, assistant professor of music, relaxes for a moment between lessons. He utilizes two pianos. The student plays at one; Weiser demonstrates on the other.*

many groups including the Minneapolis Symphony. In March, he gave a lecture-recital for the U's Humanities Forum about one of his favorite subjects—identification of style and form in keyboard music.

He illustrated the differences between contemporary and traditional music. "Most Americans," he explains, "are brought up on traditional music ranging from Bach and Beethoven compositions of the 18th century to Debussy and Ravel of the 20th.

"When the average listener (and the music student, as well) first hears a recent composition by someone such as Harold Shapero, Robert Sessions, Arthur Berger, or William Flanagan, he often comments, 'how strange—sounds like noise.' Actually, these recent American composers are using notes in new patterns of melodies and chords. After the ear becomes familiar with them," Weiser continues, "these become enjoyable.

*(continued on page 4)*

## There'll Be Some Changes Made

Beginning with the fall issue, MINNESOTA CHATS, the quarterly for parents of University of Minnesota students, will have a new name, a new format, and a wider scope. The magazine will be called REPORTS OF YOUR UNIVERSITY OF MINNESOTA. For the past 27 years, CHATS has been telling parents about the inner workings of the colleges, schools, and departments, the academic staff, student services, and student activities. The new REPORTS will contain more news about the important research and service projects of the University, the vital and diverse ways in which work done at the U enriches the lives of the peoples of the communities of the Twin Cities, the state,

the nation—and such far-off places as Korea and India.

The new quarterly will continue to be mailed without charge to parents of students. It will also be sent without charge to members of groups which are working on special projects with the U or are otherwise intimately connected with the University. To other persons who are interested in receiving it, a charge of \$1 a year will be made to cover the cost of handling and mailing the four copies.

If you are interested in receiving the new publication, please write to REPORTS, 213 Administration Building, University of Minnesota, Minneapolis 14, Minn.



Between sessions, Ralph G. Ross, left, chuckles over a funny story with Chuck Mohlke, administrative fellow and Retreat co-ordinator, center, and Norman J. DeWitt, at the right.

### **Shorts, Sneakers, and Serious Talk!**

## **Retreat Gives Sparkle to U's Brightest Freshmen**

**WHAT?** An enjoyable weekend at the lake — with serious reading, intellectual discussions, and professors?

Yes, that's what happened when 29 exceptional freshmen attended the Special Dean's Retreat last spring at Camp Iduhapi. At 1 p.m. on Saturday, April 14, they got off the bus at the wooded Y.M.C.A. camp at Lake Independence. Dressed in Bermuda shorts, leather jackets, and knee socks or wool shirts and slacks, they looked like any other group of chatting and joking students ready for a weekend of pleasure. But, along with informal clothes, many had packed copies of Alfred Whitehead's book, *The Aims of Education*.

These students were invited to this special weekend because of their high school grades — in the top 10 percent of their high school classes; their college entrance test scores — at least 90 percent; and their grade

averages—above "B" after one quarter at the U.

By 2:30, the 29 students were sitting in alert silence, listening to Norman J. DeWitt, professor and chairman of the department of classics, give his views about the education of a gifted person. He emphasized the importance of personal motivation. "You go on what you've got and what happens to you," he stressed. "One of the best things that can happen to any student — but especially to the gifted boy or girl — is to have parents who will encourage him to follow whatever lines he gets started on," DeWitt believes.

Then, Ralph G. Ross, professor and chairman of the department of humanities, stepped up to the microphone to talk about the expression of individualism in mass education. He defined the paradox of the American system of university education and suggested that it was important for

the individual to feel the responsibility for his own education. That is, he continued, not rote learning but, instead, development of the individual's special talents and creative insights.

After the serious Saturday afternoon session, the mood of the group changed. They played volleyball, baseball, and football and walked in the woods until dinnertime. After a hearty, informal meal, Ross explained the methods and philosophy of science — the language and method of solving problems.

About nine o'clock the discussion ended, and some students began playing bridge and chess while others gathered into small groups to talk about what Ross and DeWitt had said.

After breakfast and church on Sunday morning, they met again. The next sessions were devoted to discussions based on Ross and DeWitt's special interest, analysis and discussion of the uses of language. DeWitt began by analyzing the style and possible interpretations of the "Story of Ruth." He showed how scientific methods can conflict with the equally valid interpretations of art or conduct and emphasized the impossibility of arbitrary rules of judgement.

**R**OSS continued with John Keats' "Ode on a Grecian Urn" and an excerpt from "The Declaration of Independence." "The Ode can be used as an example of how one derives meanings from what one reads," he explained. "The principles for reading expository statements are quite different from those for literary, artistic, or poetic statements. Although language is used for both, there is a basic difference," he continued. "Expository prose has as its full value, communication of its meanings as exactly, precisely, and logically ordered as possible, and two propositions may have identical meanings and so be interchangeable. In litera-

ture, prose or poetry, the words are the material of which the work is made, there is an experience of the work in addition to communication, and one cannot alter the words at all, especially if one wants to retain the same meaning."

**A**FTER enjoying a dinner of pot roast, students were asked to give their reactions to the Retreat. One commented, "A real challenge to students with above average intelligence . . . (we) have a real responsibility to the world in which we are going to live to make use of our talents."

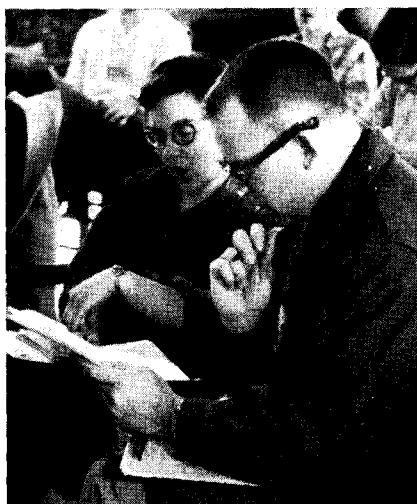
Another said, "A new challenge beyond vocational training . . . another reason to know the reason *why* rather than a challenge for grades alone."

In conclusion the group agreed: first, that a series of informal groups should be established under the direction of the Student Activities Bureau and conducted by selected faculty members; second, that a number of faculty members should be encouraged to invite students to their homes for informal discussions in hope that the needed impetus will be provided for students to engage more extensively in searching for the "whys" of things and intelligent discussion of intellectual problems.

In June, questionnaires showed more results. Kenneth W. Hallberg of Forest Lake wrote, "I can say with all honesty that the Retreat was the high point of my freshman year. I gained a desire for the liberal arts. As I am a student of the Institute of Technology, it was my first opportunity to sit in on and enjoy intellectual rather than technical lectures."

College of Science, Literature, and the Arts freshman, John Takala, from St. Paul, explained, "The program . . . had a great effect upon the planning of my program for next year . . . to include such courses as music, sociology, and psychology. Ross and DeWitt impressed upon me the value of taking such courses as a basic part of a liberal education."

The Retreat was planned by the Student Activities Bureau under the  
(continued on page 4)



*Between lectures, everyone joined in singing some of the favorite songs. Katherine Puumala, SLA '59, Cloquet, sings with Paul A. Bloland, Student Activities Bureau director.*



*The camera found these two freshmen in a very serious mood. On the left sits Bert Fristedt, IT '60, from Hopkins, and on the right, John F. Enghausser, IT '60, from Minneapolis.*



*These relaxing ball players are, left to right, Donald M. Berndt, IT '60, Minneapolis; Vurnell Neugard, SLA '59, Minneapolis; Kenneth Clark, psych professor; David Alexander and Charles Drage, both SLA '59, Minneapolis. Others enjoyed playing baseball and football and walking in the woods.*



## Statements of Pleasure

(continued from page 1)

“WHY,” HE LAUGHS, “children of contemporary composers find it difficult to understand why anyone could call the newer harmonies ‘noise, not music’ because they are so accustomed to them.

“First you must be exposed!” he emphasizes. This exposure usually meets with groans or complaints from his students. Later, they become acquainted with it and develop an appreciation for this important, ever-growing part of American music.

Alert to new developments in music, Weiser is also sensitive to the im-

portance of an open mind when it comes to personal preferences. “Any musician who limits himself to one composer, limits his growth,” he stresses. “I am in awe of Bach. I worship Mozart. And I especially enjoy playing Schumann, Brahms, and Chopin,” he elaborates, explaining that the music of these three romantic composers suits his temperament.

According to the late Olin Downes, former *New York Times* critic, Weiser is “an artist with an inborn talent, a native sensibility and enthusiasm.”

Busy giving lessons to 45 students,

he waits anxiously for his Steinway grand piano to come from New Jersey by truck. “Then I’ll begin broadening my cooking skills beyond broiling steaks and fixing potatoes. And, after dinner, I’ll begin my evening’s fun—playing the piano,” he says with a wide smile.

He’s also fond of reading books about sociological anthropology, “learning why people act as they do.” It’s the searching that intrigues him—reading how various peoples’ mores and habits are created by their emotional and physical environments. He began his study while working on his M.A. at the U and now plans, after studying the cultural patterns of people, to investigate music cultures.



## U's Brightest

(continued from page 3)

direction of Edmund G. Williamson, Dean of Students. “This special weekend served to bridge the gap between classroom work and social activities which are often unrelated to each other,” explained Don Zander, principal student personnel worker of SAB.

“The Retreat is typical of the concern of the Office of the Dean of Students to cultivate the full potential of this important and talented group of students,” explained Chuck Mohl-

ke, administrative fellow at SAB.

By mid-summer Ross and some of the students planned a hot-weather get-together. They are also making arrangements for a larger, formal meeting in the fall. At that time, they plan to inaugurate a campaign to expand the program beyond the original group to other students who are interested in informal, intellectual discussions with one another and with the faculty.

And so what began as a stimulating weekend for a few of the U's exceptional students has grown into a plan to include many students in informal, thought-provoking sessions.

# MINNESOTA

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