

4-1949

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Theodore C. Blegen

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Recommended Citation

Blegen, T. C. (1949). The University Welcomes the Academy. *Journal of the Minnesota Academy of Science*, Vol. 17 No. 1, 71-72.

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THE UNIVERSITY WELCOMES THE ACADEMY

THEODORE C. BLEGEN

University of Minnesota, Minneapolis

If you detect in my speech of welcome this morning a special warmth, a certain special earnestness, you should know that I owe a good deal to this Academy.

To its initiative, I owe, for one thing, a summer excursion to a piece of virgin forest land and bog, an excursion that sent me home covered with dust, splashed with poison ivy, aching in my legs, filled with botanical and zoological lore, and, after due ministrations of soap and water, dreaming of primitive Minnesota—the kind of Minnesota that Radisson and Hennepin saw when they visited this region in the seventeenth century.

I had become a member of a committee that discussed plans and policies for the Cedar Creek Forest, and I wanted to see for myself what that outdoor laboratory, that bit of Minnesota preserved, one might say, from prehistoric times, looked like.

It was an experience I shall not soon forget. I do not know the full list of things that this Academy has done, but my visit to Cedar Creek made me feel that in taking steps to preserve that area in its natural state, you did a very great service to science. You set up a laboratory out of which has already come not a few and not unimpressive research contributions—an unspoiled area to which both trained scholars and students in training go to see with their own eyes the things of nature little disturbed by rifle, ax, and plow—trees and plants and mammals and insects and birds and natural life generally that, in their natural setting, may become very rare in this increasingly cultivated park called Minnesota.

So I want to record my appreciation of a signal service of the Academy whose values, I hope, will flow on, like the creek that runs through the forest, into a future that we cannot measure.

But my chief reason for speaking the welcome of the University to you is that your purposes are allied with the basic purposes of this University; and that which this Academy represents in the life of the state and country is pretty much the key to our future.

As an historian I have been deeply interested in the spirit and events of the centennial year of Minnesota. It has seemed to me that our state history has had its successive ages, from discovery and exploration through institutional beginnings and pioneering to a modern age marked by the disappearance of the frontier, the rise of industry, and a maturing of life in social and economic spheres.

It has seemed to me that we are now well into an essentially new age—an age of research, of science, of disciplined thinking, in which the goals or frontiers are not less real or formidable than those of earlier times, and in which the pioneers themselves are

the people of laboratory and library, field and hospital, classroom and seminar. Our dependence for happiness and security, for peace and health, for liberty, and for a decent adjustment to the society and world we live in will rest primarily, I believe, upon knowledge and understanding that can come as the fruits of the kind of modern pioneering I have in mind.

We need to find common ground. We need to batter down some of the departmental walls that have encouraged a kind of research isolationism. I see in this Academy, and in its program, encouraging signs of that search for common ground. Some of my colleagues think that I may have gone a trifle too far in my encouragement of interdepartmental and area programs of study, but I have felt that the time has come to break some of the rigidities of the past. We need more light upon, more understanding of, the relations of things. There is, perhaps, a coming science of the relations of things.

Just as you plan for the future by setting aside areas in their natural state, we need, if this is indeed the new age that I suspect it is, to search out promising talent early for the carrying forward of that age — and here again, I think that you of the Academy, by your sponsorship of the Junior Academy, are lighting up a way that many others may well follow. Only a day or two ago a counselor from a midwestern college called at the Graduate School to inquire about lines of study in the biological sciences that did not necessarily lead to medicine. I gave her a picture of the spread of professional careers that even a casual look at a large graduate school revealed for high talent in these sciences, many along lines that often are little known to young students. We need to make known our potentialities and to capture exceptional talent which will use these potentialities for extended service after special training.

It is in the spirit of these interests and of such values that, to quote the title of my address as I find it printed in your program, "The University Welcomes the Academy."

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EMOTIONAL DEVELOPMENT IN CHILDREN

BENJAMIN SPOCK

Mayo Foundation, Rochester

1 1 1

AEROMAGNETIC RESEARCH IN MINNESOTA

GEORGE M. SCHWARTZ

University of Minnesota, Minneapolis

**THE PHYSIOLOGY OF THE HUMAN INDIVIDUAL
AN APPROACH TO QUANTITATIVE BIOLOGY***

ANCEL KEYS

University of Minnesota, Minneapolis

* Published in *Federation Proceedings*, Vol. 8, No. 2, June 1949.