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April 2, 1946.

RADIO PANEL DISCUSSION, APRIL 6, 1946.

Subject: The Dollar Values of Higher Education.
(A brief analysis of what higher education is worth to a community in a practical way.
(Embracing research as well as instruction.))

Moderator: E. W. Ziebarth.

Participants: Honorable Hubert H. Humphrey, Mayor of Minneapolis.
Valentine Wurtele, President, Minnesota Linseed Oil Paint Company; Director, Northwest Bancorporation, and Northwestern National Life.
Arthur R. Upgren, Associate Editorial Editor, Minneapolis Star-Journal and Professor of Economics, School of Business Administration, University of Minnesota.

(Preliminary outline is guidance of participants (subject to correction by each participant and moderator))

Announcer: (To include in announcement an indication this is one of the series.)

Moderator:

We are interested today in what colleges and the higher educational system of the State of Minnesota are worth. Perhaps, Mr. Upgren, I might ask you how you would put the question!

Upgren:

Well, Mr. Ziebarth, I would put the question as simply as to say: What are colleges for?

I would answer the question that they are, of course, for the benefit and instruction of all the people who support them. But I think that would be a good question to ask Mayor Humphrey. He has certainly plenty of problems, and no doubt has something new on the subject since he taught at Macalaster and the University of Minnesota.

Humphrey:

The one brief answer I would give is that the purpose of higher education is to improve the community as a whole. I think that is so important because our democracy cannot succeed without the advantages of higher education. But I would like to ask Mr. Wurtele, who is as active in business in Minneapolis as anyone, what he would emphasize.

Wurtele:

To the answer you give, Mayor Humphrey, that higher education should improve the community as a whole, I would add as equally important that higher

individual
to develop + train leadership that can be directed to community improvement.
completing work
industrial
community.

education is the origin or source of how a community, state and a nation secures the benefits of research to improve its well-being. The examples of this are endless. . .

Upgren: R

Recently the United States Chamber of Commerce pointed out in American Education Week that higher education brings direct wealth to a community.

As a businessman, do you think that higher education really does that, Mr. Wurtele? Are there specific examples?

Wurtele:

. . .

Moderator:

I would like to ask you men to consider the contribution that higher education may have to keeping peace in the world. That is a big order for all of us. How can higher education contribute?

Humphrey:

The cost of war is almost infinitely great. We must obviate it in some way. Through higher education we must discipline trained minds to study this problem and to learn techniques to discipline all the members of society to adhere to fixed purposes. . .

Wurtele:

Social Purpose of Science
Higher Educ - cultural understanding - objective thinking -
Diplomatic Training - Pol. Science Training!
Political Economic Develop.

I certainly agree there. In business a strong executive leadership is needed. I think we should think in similar terms in the conduct of our foreign relations. The more that the requirements of conducting them to keep the peace can be studied as an art or science in our institutions of higher education the better. I would also add that a weakened society like ours cannot exist without the higher educational institutions to train technicians. Improved welfare at home and abroad -- and we in the United States can help greatly to promote it -- is one of the best ways to show people the world over that peace pays best.

Upgren:

I certainly agree there, Mr. Wurtele, that our institutions of higher education should explore every possible way to improve welfare so that the hope of gains in all countries and the realization that the richer countries of the world will help to promote them can become a real technique to preserve peace.

Moderator:

But we ought to get back, perhaps, to the benefits of a higher education right here at home. Take a question about which I read a good deal, Mayor Humphrey. The question of traffic. What do we need here?

Humphrey:

(discussion of (1) planning of traffic,

(2) protection of property, and

(3) crime detection.) ending on the question: But, Mr. Wurtele,

what would you say is our task right here at home to rebuilt each of our cities, especially the ones that are running down the most — and Minneapolis is one of them?

Wurtele:

Yes, that's right, Mayor Humphrey. Our property values in Minneapolis have declined more than one-fifth, or from over \$300,000,000 of taxable value to less than \$240,000,000. We built up our city and now it is deteriorating badly as a place to live.

Higher education must get at the problem of how jointly and together the community as a whole can plan to make these cities of ours the fine places we want for a fine people to live in.

Here I suggest, to use the words of former Governor Stassen, we have a job that in size is going to be "comparable to the building of our cities themselves." We know it takes planning to build a single structure, and it takes research to develop products for such building. But we now need our higher educational institutions to turn to the very great business of learning how we get on with the business of rebuilding our cities.

Uggren:

I cannot agree too strongly with Mr. Wurtele on the immense task we have here. A Robinson Crusoe society has no trouble keeping busy. Getting daily bread and shelter permits no unemployment. But a rich society like ours, producing many durable or long-lasting goods, is the only kind, so to speak, that can afford unemployment. For example, in 1929, when last in peace we were all busy, we produced \$30,000,000,000 worth of the construction of which Mr. Wurtele has spoken and machinery and equipment for producers and consumers. In war we produced over \$60,000,000,000 a year in mechanical goods. It requires no high order of prophecy to say that after the war we shall need about half way between these two figures, or, say, \$45,000,000,000 of expenditure upon things that improve our future, especially the urban redevelopment of which Mr. Wurtele has spoken.

Humphrey:

I would like to interject there that getting housing construction going is the biggest task that has been faced by the people of Minneapolis, and, I think, Minnesota, as a whole. . . (ending on the note) That, however, is an engineering or construction job and we have another big job ahead of us to which higher education should turn in its efforts to supply trained solvers of problems.

Planning - Design - Community organizing

Moderator:

What do you refer to there, Mayor Humphrey?

Humphrey:

mgmt
The problem of labor relations.

Wurtele:

I certainly agree, too, that this is number one problem for society in the years immediately ahead. At Harvard definite programs of work are being trained in this field and trade union leaders are brought to the University for work. I think we have a great deal to do and a great deal we can contribute here in Minnesota.

Work stoppages in Minnesota during the war were about one-third of the national average. And since VJ-Day have been only about one-fifth of the national average. It certainly seems to me there is a good deal to be learned by putting this good experience we have had and the consideration of it under the appropriate kind of microscope to be held by the proper people in our institutions of higher education.

END



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