

a Report to parents

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Financial Aid Given to One Fourth of Twin Cities Students

Nearly one-fourth of the students at the University of Minnesota's Twin Cities campus will receive some kind of financial aid this year.

Out of a student body of approximately 43,000, an estimated 10,500 will receive loans or grants from University funds or through programs administered by the school. Students who receive financial aid will share an aid fund that totals \$8,201,480—an average of \$781 per recipient.

In the last six years the total amount of aid available from the University to its students has grown from slightly over \$2 million—an average of \$427 per recipient—to the present \$8-million-plus figure. The number of students receiving aid has also increased, from an estimated 5,000 recipients in 1964 (about 15 percent of that year's student body) to the present estimate of 10,500.

Pierre Meyer, director of the Office of Student Financial Aid, calls the aid fund increase a "tremendous expansion" and points to the establishment of the Martin Luther King fund as an example of the "significant additional aid the University is providing." The King Fund, established in 1968, has been providing over \$300,000 a year in special scholarship money to students.

However, Meyer emphasized, the amount of student financial aid available is not enough to meet the need. "We could use considerably more money for the present student body," he said.

The \$781 aid average per recipient

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On Twin Cities Campus: Health Service Aims to Prevent, Cure Illnesses

One of the best known student services on the Twin Cities campus is the University Health Service. "Students certainly know we exist," said Dr. Edward J. Dvorak, health educator at the Health Service. "During the first week of school, 400-500 students a day came to see a doctor."

The Health Service was organized in 1918 to protect the health of students and faculty members and to ensure a healthy environment. The Health Service also teaches students the value of preventive and curative medicine through health counseling.

Any student who pays the student services fee is entitled to Health Service benefits (\$21 out of the \$41 fee is used to support the Health Service). Charges on a cost basis are made for some services such as filling prescriptions, providing eyeglasses, and performing dental work.

Medical care is available 24 hours a day if it is needed. And specialists in all fields are available without extra cost, said Dr. Dvorak, because of a close working relationship with the medical school and the University hospitals.

Students are encouraged to report to the Health Service for minor illnesses so that more serious ones may be prevented. The Health Service is able to handle them; the staff consists of 33 full-time physicians (including specialists in psychiatry, ophthalmology, internal medicine, gynecology, and allergies), specialists from the medical school and hospitals, full-time nurses, safety engineers and technicians, laboratory technicians, and pharmacists. There are

also 45-50 part-time physicians, 15-20 part-time dentists, and many other needed health specialists.

Hospitalization is provided through the Health Services on both the Minneapolis and St. Paul campuses, and facilities are provided for complete surgical care. Seventy days of hospitalization benefits are provided each quarter above any private health care coverage a student may have; hospitalization for mental illness is limited to 15 days.

Health Service fees do not cover hospitalization off campus, a surgeon's bill, or summer coverage. To take care of the gaps, supplemental insurance is offered for \$26 per year; dependent coverage is also available. For the same fee, Health Service coverage is available for the student who drops out of school for a quarter.

The Health Service operates several special departments for problems that cannot be solved by a physician; the eye and dental departments are among the most used. Also heavily used, and extremely important in the Health Service program, is the Mental Hygiene unit. Over 2,400 students per year receive psychiatric care for emotional problems that interfere with their academic achievements and personal adjustments.

Curing sick students and keeping them well is half the goal of the Health Service. "The Division of Environmental Health and Safety is responsible for looking after the physical environment and cutting down on hazards," said Dr.

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UMD Offers Wide Range of Student Services

Like most campuses, the University of Minnesota, Duluth (UMD) provides services to meet the physical, academic, and social needs of its students.

Many of these student services are the responsibility of Student Personnel Services (SPS), which includes admissions, records, financial aids, student activities, and placement.

C. Dean Kjolhaug, acting director of SPS said, "We attempt to give the student assistance that he doesn't obtain in the classroom."

Kjolhaug divides his office's functions into three areas: 1) services geared to academic needs such as new student orientation, advising, and counseling; 2) purely service functions such as housing, financial aids, career planning, and placement; and 3) activities that are educational in nature like student activities, convocations and lectures, the foreign student program, and the religious foundation program.

COUNSELING--A full-time equivalent of six staff members are available in the Counseling Office to advise students with questions ranging from class scheduling to personal, financial, social, or vocational problems.

Over 5,000 interviews were conducted in the Counseling Office during the last academic year, according to Bruce Rutherford, director of counseling. He emphasized the office policy of keeping all interviews and files confidential. The office also makes testing services and occupational information available to students.

A part-time psychiatrist regularly schedules appointments in the Counseling Office.

Because the largest amount of counseling is done in the vocational area, Rutherford and Harvard Archerd, coordinator of Placement, are beginning a new program in career advising.

PLACEMENT--"The trend is away from serving as a placement agency and more toward career counseling," said Archerd. The career information program would become a short course--possibly offered for credit--in which students may devote study to their career plans.

The career counseling program,

Archerd explained, would try to reach freshmen and sophomores with later stress on individual counseling available in the Placement Office.

Last year, the Placement Office helped 56 percent of the students with a B.S. degree (teaching graduates) secure jobs and assisted 27.2 percent of the B.A. graduates who registered with the office to secure employment.

FINANCIAL AIDS--During 1969-70, 3,272 UMD students received \$1,955,000 from work-study employment, grants, scholarships and loans administered by the Financial Aids Office. An additional \$600,000 was earned from part-time employment arranged by the office.

Nicholas Whelihan, coordinator of financial aids, said a significant amount of the \$1,955,000 was earned through work-study employment, scholarships, and grants-in-aid. Students earned about \$300,000 last year in the federally sponsored Work-Study Program, and they secured some \$850,000 through the federally insured student loan program.

Average amount received by scholarship students was \$300 per year. For National Defense Education Act loans the average was \$665; for federally insured loans, \$1,000; for work-study employment, \$450; and for noninstitutional part-time employment, \$500.

STUDENT ACTIVITIES--Over 100 student groups meet regularly on campus. Their interests and activities range from fraternities and sororities to the Business Club and Sociology Club to the Acme Film Society, Students for a Christian Confrontation, and Students for Environmental Defense.

All groups have an advisor from the faculty or staff and must be approved by the Campus Student Affairs Committee. In return, they have access to campus facilities and the advisory service of the Student Activities Office.

Kirby Student Center also provides recreational and lounge facilities for UMD students. A student program board supervises programming and generally tries to meet student interests.

Kjolhaug, SPS director, noted that today's student is activist oriented, a fact

evidenced by a declining participation in traditional UMD activities like Homecoming or Snow Week and a skyrocketing membership in groups such as Students for Environmental Defense and political organizations.

READING CLINIC--The UMD Reading Clinic (not part of Student Personnel Services) helps students improve their reading and study skills.

The clinic offers a full-quarter class that students may take voluntarily at no extra cost. After the course, most students have improved their reading comprehension 10-25 percent, enriched their vocabularies, and increased their reading speed by 100-200 words per minute.

Those enrolled in the program range from freshman to graduate students. "Many are students with strong academic averages but who still are aware of a need for more effective reading skills," said Vernon Simula, clinic director and head of the Department of Special Education.

The two staff members of the clinic are also available for individual tutoring.

STUDENT TUTORIAL PROJECT--Nearly 70 UMD freshmen, who were considered to have a 10 percent chance of completing two years of college in good academic standing and only a five percent chance of ever receiving a bachelor's degree, were enrolled in the UMD Student Tutorial Project last year to "beat the odds."

After the project, 36 percent were in good academic standing. They had been helped to communicate effectively, to acquire study and learning techniques, and to make realistic educational and vocational plans.

The most important individuals in the program staff are the tutors, according to Robert Falk, UMD psychology instructor and coordinator of the project.

Made up of about 100 sophomores, juniors, and seniors, the tutors helped to make the University a friendlier environment than it might otherwise have been.

Falk foresees the program as one that will also help other students. He talks of

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U Provides Half of Student Financial Aid

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compares with costs of \$1,800 for a commuter and \$2,300 for a campus resident to attend the University this year. These are figures that the financial aid office recognizes as minimal budgets against which requests for financial aid are balanced.

Meyer pointed out that much of the total amount of money the University has to mete out each year comes from many outside sources. The federal government has been the largest provider, especially through its National Defense Student Loan program that this year is lending \$2.2 million to University students. The College Work Study program, for which the federal government provides the major portion of the funds, is not as large this year as it has been in the past, dropping nearly \$200,000 from 1969's total of \$830,000.

Private groups and individuals sponsor scholarships for University students, a fund that totals \$300,000 this year. Much of the rest of the aid fund is made up of direct University funds.

The University is providing nearly half of the total aid being awarded this year, including \$500,000 in scholarships, \$500,000 in loans from the University Trust Fund and slightly over \$2 million for participation in the Guaranteed Student Loan Programs.

Providing funds for the guaranteed student loans is an example of the University's response to student needs, Meyer said.

"The federal government has been pulling back on the amount of money it is providing for student aid," he said. "Its aid is being channeled to the lowest-income individuals, and middle-income students are left to fend for themselves through loans from banks."

When local banks began dropping out of or decreasing participation in the guaranteed loan program, the University created an emergency \$3-million fund to provide the loans itself this year, with slightly over \$2 million to be used at the Twin Cities campus.

Twin Cities Counselors Aid Students With Questions, Problems

"What shall I major in?"
 "I don't know what I'd like to be. How can I decide?"
 "I'm having difficulty with some of my courses. What can I do about it?"
 "I seem to have difficulty meeting people and making friends. Is there something wrong with me?"

"Answering such questions is an important part of education for many students; and the Student Counseling Bureau (SCB) on the Twin Cities campus provides professional counselors to discuss with students the decisions they must make, the advantages and disadvantages of alternatives, and the clarification of their personal and social goals," said Prof. Theda Hagenah, director of the SCB.

According to Prof. Hagenah it is important for the college student to develop an adult relationship with his parents, to resolve sexual identity, and to gain self-acceptance and feelings of adequacy. He should be able to create a value system and make decisions regarding his life-style and career.

Twin Cities campus counselors are located in two offices in Minneapolis and one in St. Paul. Walk-in service is provided for the worried student who



Assoc. Prof. Emanuel Berger counsels a student.

needs immediate assistance. Students may see a counselor at once or may make appointments for individual or group counseling.

Students with vocational questions may use the Occupational Library, which contains books and pamphlets with career information.

"The SCB staff is concerned about all students," said Prof. Hagenah. "We believe that each person is a unique individual whose education and contributions to society can be maximized as he becomes better acquainted with himself and his environment."

A University of Minnesota student organization is making it possible for relatives and friends to send birthday wishes—and a cake—to a student away from home.

The Association for the International Exchange of Students in Economics and Commerce (AIESEC) will arrange for a birthday cake (serving 12) to be sent anywhere in the Twin Cities and suburbs.

To be honored by AIESEC, the request form should be accompanied by a \$5 check or money order for each cake. The request should be postmarked no later than six days before the birthday; no deliveries can be made on Sundays or holidays.

AIESEC—Minnesota

205 Business Administration
 University of Minnesota
 Minneapolis, Minnesota 55455

On _____, please deliver _____ birthday cake(s)
 to _____
 at _____, Minnesota

The cake (eight-inch layer) will be:

Type	Frosting	Greeting
_____ white	_____ white	_____ Birthday Greetings
_____ marble	_____ blue	_____ Happy Birthday
_____ chocolate	_____ pink	_____ Other: _____

In Twin Cities: Center Offers Help With Study Skills

University students often find that they lack the reading and study skills necessary for success in college.

Students seeking help with this problem include the freshman who has failed his last three English themes because of spelling errors, the graduate student who returns to the University after 10 years and finds she "can't recognize what's important" or remember what she reads, the sophomore who finds that his lecture notes are poorly organized and not much help when he wants to review for a test, and the honors student who is spending more time studying than ever before and wants to improve his study efficiency.

The Reading and Study Skills Center (RSSC) on the Twin Cities campus is maintained for solving just such difficulties. "It is one of the few centers in the country flexible enough to provide individual counseling and special programs of study for each student's needs," said Prof. Theda Hagenah, director of the Student Counseling Bureau.

Instead of conventional group classes on study habits and improved reading, the University center emphasizes self-instructional material used under the supervision of counselors.

Services are voluntary, without fee, and flexible with regard to scheduling. The student can get help in improving his vocabulary, spelling, study habits, or

reading ability. A few students work on writing skills and mathematics.

Last year 610 students made more than 3,769 visits to the center. Forty-seven percent were freshmen, 25 percent sophomores, and 10 percent graduate and adult special students.

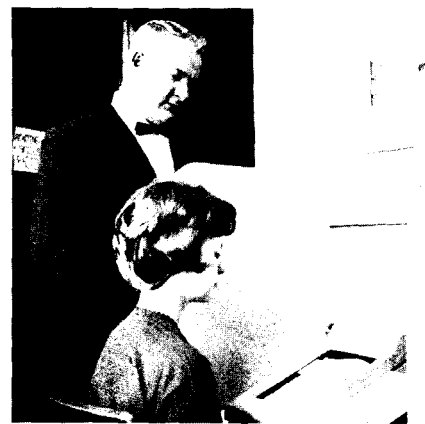
The student first sees a counselor and together they decide what the center staff can do that will be most useful. Often the student takes tests to determine his strengths and weaknesses.

After the student and his counselor plan an improvement program tailored to his needs, all the necessary materials and equipment are assembled and the student begins work at the center.

The student may come in from one to five hours a week (most students come two or three times a week) to work on his program. The student also has a weekly meeting with his counselor.

Much of the work done in the center involves multi-media programs that use self-instructional material. For example, students working on spelling improvement or listening and notetaking are given an audio-tutorial program involving tapes and workbooks. Students working on reading rate improvement use mechanical pacing devices that force them to read more rapidly.

Usually 12 to 15 students work at the center during a typical hour. The counselor spends his time moving around the room looking over students'



Prof. Alton Raygor, coordinator of RSSC, watches a student working to improve her reading comprehension and speed.

shoulders, checking progress, and making suggestions.

According to Prof. Alton L. Raygor, coordinator of the center, it is difficult to determine the effectiveness of the program using the usual pre-test and post-test information because the objectives of the program vary widely and no two students ever get exactly the same treatment.

In a five-year follow-up study, however, grades received by a group that received help at the center compared favorably with a matched sample of students who did not work at the center. The two groups were matched on college aptitude, high school grades, age, sex, college, and class. The "treatment" group had higher grades and completed significantly more quarters of work at the University.

U of M Enrollment Rises to 51,247

Figures from the second week of classes show 51,247 students registered at the combined campuses of the University.

The breakdown by campus shows 43,684 students at the Twin Cities campus, 5,429 undergraduates at Duluth, 1,716 students at Morris, and 418 at Crookston.

The statement, which resulted from a comprehensive study by an administrative task force, "has far-reaching significance for higher education in Minnesota," University President Malcolm Moos said Sept. 11.

Curtailed Twin Cities Enrollment Recommended by Regents

The Regents Sept. 11 approved a "Regents' Statement on Higher Education in Minnesota" that was recommended by its educational policies committee.

The statement, made public Aug. 22, has been presented to HECC, the Higher Education Coordinating Commission, as the University's recommendations on various higher-education questions throughout Minnesota.

In brief, the 3½-page document recommends:

•that the Twin Cities campus have a

total enrollment of 50,000 to 53,000 students by 1978, somewhat lower than previous estimates;

•that the University develop a campus in Rochester that would offer a bachelor's degree and some postbaccalaureate programs;

•that HECC give further study to the question of a four-year state college in the Twin Cities area; and

•that the Duluth campus increase its enrollments in certain programs and the capacity of the four-year Morris campus be expanded.

Student Organizations Make 'U' More Personal

"I came to the University of Minnesota to get an education," said Linda, a sophomore coed, "and I am getting one."

"However," she added, "the education I am getting is not always coming from the classroom."

She noted that many of her classes are "too large, too impersonal." And so, like many other University students, Linda has had to make her education more personal and "human" by getting involved in one of the University's many student organization.

There are more than 400 of them on the Twin Cities campus—all of which aid the student in finding a place in a large institution.

Each of the more than 400 groups meets the needs of a certain segment of the student body. There are organizations for ecology-minded students, religious-oriented students, and even a Laurel and Hardy fan club. Fraternities and sororities, both professional and social, as well as residence-hall associations, all add color to the campus.

There are groups for radicals, conservatives, and those who haven't yet made up their minds. There are groups for agriculture, journalism, and home-economics majors, for black students, fencers, actors, musicians, pilots, hikers, and motorcyclists.

Administrative responsibility for all these organizations is the Student Activities Bureau (SAB). "Student activities can serve as an effective instrument in accomplishing the goals of a general education," said Ludwig Spolyar, assistant professor and director of the SAB. "And the Student Activities Bureau has been responsive to student needs and instrumental in the development of ideas and programs that serve as educational opportunities for students."

The 17 personnel workers of the SAB advise and help students in setting up organizations and clubs that meet their needs and interests. They also guide students in planning orientation

programs, community involvement projects, human relations programs, leadership training programs, and special retreats. All functions of the SAB seek to educate and serve students and to involve them in their community.

Community involvement includes activity in University government. The Minnesota Student Association is the student governmental body on the Twin Cities campus and serves as the campus-wide student voice and coordinating agency for various student programs.

Students on all University campuses are members of departmental and collegiate committees and policy boards and of their campus assembly. Students also are members of the all-University governing body, the University Senate. "This year the Senate has 61 student and 126 faculty positions," said Spolyar.

Students wish to be involved in decision-making processes and this is not limited to University governance. Today's trend shows that "more and more groups are organized around social issues and political action," said Spolyar. "A wide range of organizations is recognized by the University, from the politically radical Students for a Democratic Society to the conservative Young Americans for Freedom."

To be recognized as an approved student organization the group must have a constitution, a list of officers, a faculty adviser, and must agree to University policies and regulations and other policies set by the Regents, the Senate, and the campus Assembly Committee of Student Affairs. Final approval is granted by the Committee of Student Affairs.

One of the SAB's main functions is to help students formulate a constitution and meet the other requirements for recognition.

"There are advantages to having official recognition," said Spolyar. "It means the group can use University facilities and services and they can use the

University name to enhance the credibility of their organization. However, recognition does not necessarily mean that the group is speaking or acting for the University."

To evaluate and improve their services, the SAB collects data on student activities. One such study was done for the Athletic Department to determine what kind of students attend sports events.

SAB will probably conduct more such studies. "We know how many students serve in the Senate and on Senate committees," Spolyar said. "Now we want to know how many and what kinds of students participate on the departmental and collegiate level."

Future surveys, which will help determine the direction and planning of new SAB activities, may ask such questions as who goes to the symphony and who goes to the theatre.

Health Service Used by Most Students . . .

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Dvorak.

Sanitarians supervise food services in residence halls, fraternities, sororities, student unions, and co-ops to see that food is properly prepared, served, and stored. They also check on campus water supplies.

General safety engineers investigate accidental injuries to discover where they are happening and why, so that preventive measures may be taken.

"Sixty to seventy-five percent of the students eligible to use the Health Service use it an average of four times each year; and these figures do not count the required physicals for the college of education or the periodic exams required in nursing, dentistry, and medicine," said Dr. Dvorak.

Members of the University community make good use of the Health Service. "On any one day 600-700 people may come in for some kind of service," said Dr. Dvorak.

Morris Offers Counseling, Placement, Health Services, Financial Aid

The University of Minnesota, Morris (UMM), provides its students with counseling, financial aid, placement, and health services, and a broad range of student activities. And statistics show that large numbers of students take advantage of the services offered.

STUDENT COUNSELING--"The Student Counseling Service (SCS) provides individual and group counseling to students who seek professional help in solving personal, social, educational, and vocational problems," said Joseph R. Jesseph, director of the service.

The SCS's two counselors (the director and Norma Thorp, assistant director) interviewed 498 students (about one third of the 1,510 students enrolled) in 1969-70.

Nearly half of all counseling interviews (473 out of 988) concerned personal-social problems. Other major topics were educational and vocational planning (230) and interpretation of tests administered by the service (101).

The Student Counseling Service also maintains facilities for improving study skills and reading speed, coordinates and implements the academic advising program, consults with faculty and staff on matters pertaining to various college programs, and assists with freshman summer registration and fall orientation programs.

FINANCIAL AID--A financial aids program, which helps capable students of limited financial means to attend UMM, is administered by the Office of Admissions and Scholarships.

Approximately 726 students (48 percent of the 1969 fall-quarter enrollment) received one or more kinds of financial assistance from the University, according to Robert J. Vikander, director of the office. Forms of aid included student employment, loans, Educational Opportunity Grants, and scholarships; not included are federally insured loans or emergency loans. The average amount of aid provided per student recipient last year was \$971.

PLACEMENT--The Placement Office, under the direction of H. G. Croom, helps seniors and UMM graduates

secure professional employment. "Because the UMM Placement Office is becoming more widely known throughout the country, there has been an increase in the number of vacancies received, particularly from out of state," said Croom.

About 60 percent of seniors graduating in June, 1970, registered with the Placement Office; 91 students in education and 47 in liberal arts (out of a graduating class of 231).

HEALTH SERVICE--The UMM Health Service functions primarily as a referral agency. The Service is open during regular hours (8 a.m. to 4:30 p.m. daily) and is staffed by Registered Nurse Shirley Swenson.

Mrs. Swenson holds a daily "sick call" to determine if a student should see a doctor. Students needing a physician are sent to the Morris Clinic. Physical examinations, immunizations, and x-rays are given by doctors. Last year Mrs. Swenson made 1,112 student appointments with physicians, dentists, and other medical personnel.

Although Mrs. Swenson may distribute only such nonprescription drugs as aspirin and cough syrup, there were 3,887 dispensary calls in 1969-70 (she may dispense medication as prescribed by a physician).

STUDENT ACTIVITIES--"The Office of Student Activities strives to encourage, assist, and advise students in the development of valuable cocurricular experiences," said Gary L. McGrath, director of the Student Activities Office.

Students belong to approximately 30 organizations ranging from sororities, fraternities, and religious groups to chess, bridge, and drama clubs to political action groups such as the Young Republicans, Young Democrats, and students organized to protest the Vietnam War.

The office advises the Morris Campus Student Association and its many committees and activities; consults with and advises the Morris Campus Union Board and other campus organizations on scheduling social, cultural, and

Health Service Part of UMD Programs . .

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developing a "drop-in center" where all students--regardless of grade-point averages--may come in to receive tutorial assistance in a wide range of topics and classes.

HEALTH SERVICE--The UMD Health Service, in new and expanded quarters, has a physician on campus from 9 a.m. to 3 p.m. Monday through Friday during weeks when classes are in session. A psychiatrist is available by appointment, and a nurse is on duty Monday through Friday.

Services include physicals, care of illnesses and injuries, immunizations, laboratory tests, physiotherapy, some medication, and free ambulance service from UMD to local hospitals.

A student requiring emergency service when the Health Service is closed is cared for at St. Luke's or St. Mary's Hospital. The Student Supplemental Blue Cross and Blue Shield Insurance usually will cover the expense incurred.

Commonly used medications and drugs are available on a cost basis when prescribed by the Health Service.

recreational programs for UMM; and assists in the development and creation of new organizations. It provides guidance to all organizations in programming, financial management, and leadership training.

STUDENT GOVERNMENT--Under the leadership of President Scott Erickson, the Morris Campus Student Association was involved last year in the revision of the UMM Campus Constitution, revised its own constitution, worked with the Students for Environmental Defense organization, and assisted those involved in the Vietnam War Moritorium.

Last year, 15 students were elected to the UMM Campus Assembly, 4 students to the Student Consultative Committee, 5 to the Student Affairs Committee, and 2 to the All-University Senate. Faculty members serve with the students on these campus governing committees.

Varied Services Offered to Crookston Students

A wide range of services is provided at the University of Minnesota Technical College, Crookston (UMC), for the 418 students attending this year.

"The office of Student Services is responsible for coordinating several student services such as admissions, financial aids, counseling, housing, placement, student activities, and the health service," said Dale Knotek, acting coordinator of Student Services.

Student Services is financed by college administrative budgets except for the health service, student activities, and housing, according to Knotek. Room and board fees pay for residence hall costs and part of the \$27 student incidental fee supports the health service and such student activities as student government, athletics, concerts, lectures, and the student union.

COUNSELING SERVICE--Students can receive personal, vocational, and educational counseling. One full-time and two part-time counselors advise students during regular hours, 8 a.m. to 4:30 p.m. daily.

"Most counseling sessions concern decisions about vocational and educational goals," Knotek said. "A smaller number see a counselor about personal adjustment problems and academic deficiencies."

HEALTH SERVICE--The Health Service is open eight hours a day Monday through Friday with a full-time registered nurse on call at any time. The part-time physician is on campus one hour three times per week.

Treatment is comparable to an out-patient clinic with consultation with the physician.

Approximately fifteen students per day are seen at the Health Service. The school physician sees 15-20 students per week.

READING AND STUDY SKILLS--The Reading and Study Skills Program was established at UMC two years ago to help students improve their reading rate, comprehension, and vocabulary. Students may receive credit for their work in the program.

Nearly one third of UMC's students

(122) are enrolled in the program.

During fall quarter orientation freshmen took a reading placement test, which was then used to help start them in the various programs available in the laboratory. Each student usually spends two hours per week in the laboratory.

UNIVERSITY GOVERNMENT--Two UMC students serve as senators in the University Senate, which is the all-University governing body. Students are members of the Crookston Campus Assembly and serve on most of the assembly committees.

The Student Senate is recognized by the administration as the student voice. Items of concern or programming (originating in residence halls, campus organizations, or special interest groups) are coordinated or budgeted through the Student Senate.

There are 12 recognized campus organizations: those related to curriculum majors, a veteran's club, political clubs, and special interest groups such as the Ski Club.

FINANCIAL AIDS--"UMC has traditionally been able to assist students in meeting their financial needs," said Knotek. "The average need of student financial aid applicants in 1969-70 was \$865; the average financial aid available for use per student recipient was \$861."

In 1969-70, 185 students (43 percent of the enrollment) received from UMC scholarships, grants, loans, or employment through the College Work-Study Program. In addition, 13

Part-Time Jobs Help Many 'U' Students Stay In School

"For many college students, coming to and staying in school depend on a part-time job," said Walfred L. Pedersen, manager of the Student Employment Service (SES), Twin Cities campus.

Last year 17,643 job vacancies were listed with the SES on the Twin Cities campus and 14,500 placements were made. Between 15,000 and 16,000 students came to the employment service

last year seeking part-time work. freshmen (5 percent of 1969-70 freshmen) received assistance through the Minnesota State Scholarship and Grant-in-Aid Program, and 71 students were able to borrow funds from local or home-town lending agencies through the Guaranteed Loan Program.

UMC students received \$173,594 in financial assistance last year. An average of \$344 was awarded to each student receiving a scholarship or grant for a total of \$39,750. (This was 27 percent of the fall quarter enrollment.)

Average loan per student was \$424 for a total of \$51,845 (28 percent of all students.)

Students who worked full-time during the summer or part-time during the year earned \$81,999. Thirty-three percent of all UMC students were employed and those who worked earned an average of \$581.

Total aid dollars available and used this year will probably exceed \$180,000, according to Knotek.

Off-campus employment is a source of assistance for many UMC students, especially veterans and older students. During 1969-70 over 50 students were placed in off-campus positions as a result of referrals made by the Office of Admissions and Financial Aid or from posted jobs.

Employee requests from area employers are coming in at a greater rate this year," said Knotek, "and it appears that student referrals and opportunities will remain similar or will increase to a small extent."

last year seeking part-time work.

Students may work on or off campus. "To find on-campus jobs we send memos to department heads and make phone calls and personal visits to them," said Pedersen. "We also use the Official Daily Bulletin" (a list of important campus-wide notices published in each issue of the Minnesota Daily, the student newspaper).

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Employers Pleased With 'U' Students As Workers . . .

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The SES tries to have a good supply of on-campus jobs, according to Pedersen, because they save time and traveling expenses for students. About 60 percent of the listed jobs are on campus.

To locate off-campus jobs Pedersen makes telephone calls and personal visits to local businessmen and institutions. This year job-promotion fliers were also sent to 8,000 employers in Minneapolis, St. Paul, and the suburbs.

All Twin Cities radio and television stations have been giving time to promote the hiring of University students. And ads in Minneapolis, St. Paul, and suburban papers (as far as the budget allows) help secure jobs for students. Pedersen and his staff (one full-time personnel representative and 5-8 part-time working students) also maintain contacts with past employers of University students.

Job openings are posted on bulletin boards so that all students have a fair and equal chance to see what is available.

Minnesota **Daily** ads, campus radio station WMMR announcements, and even handbills on the mall are some of the ways of informing students of available jobs.

"All students are encouraged to come in often until they have jobs," Pedersen said. "We place two thirds to three fourths of the students we see. Many of them find jobs on their own. I would guess that 60-65 percent of students work at some time during the year."

Students with financial need usually

apply to the Office of Student Financial Aid for help. If the student is accepted into the Work-Study Program, for which the federal government provides most of the funds to pay his salary, he is sent to Pedersen's office for job placement. Last year Sigurd T. Dyrlund, personnel representative, found jobs for 950 Work-Study students.

Dyrlund is also responsible for the University's Reserved Work Program, which is similar to the federal program but older. The Office of Student Financial Aid gives the employment service a list of all students who have applied for scholarships and loans but who need more help. The service will help them find part-time work up to 15 hours per week, on or off campus.

"We also help part-time and extension (usually night school) students. Anyone taking 9 credits or more is considered a student for our purposes," said Pedersen.

A student may even drop out of school for a quarter (or more, in certain cases) and still get placement help. "We want to be as useful to the student as possible and help him complete his education," Pedersen said.

"When placing a student, we try to get him a job in his field. We want to help him professionally so that he gets the experience he needs," Pedersen said.

Salaries range from \$1.82 per hour for a parking lot attendant to \$4.15 per hour for a graduate student teaching associate. Most students earn \$1.90-\$2.05 per hour. Total payroll for all campuses

last year for all University workers classified as students was \$19,757,451.

Most students work 15-20 hours per week, and there is a limit of 15 hours per week for students in the Work-Study Program.

"We recommend working not more than 20 hours per week," said Pedersen. "More than that usually means that the student's course work, employment, or health suffers."

During the past four or five years the employment service has had more jobs than students to fill them, said Pedersen. But the situation has changed this year for students and nonstudents both.

Figures for July, August, and September 1970 show 24 percent more applicants than the same period 1969 but 5 percent fewer placements.

"There are fewer jobs posted now than a year ago at this time," said Pedersen. "We don't know if there are less jobs or if students are grabbing them faster. Still, we are in reasonably good shape compared to other schools and institutions."

"Students deserve a great deal of credit," Pedersen said. "They are ambitious and are good workers. They are not picky and will take any work they are capable of doing to stay in school."

"We find," said Pedersen, "that employers are pleased with most students. We get repeat requests for student help from many employers every year because the students are reliable and capable."

REPORT TO PARENTS

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a Report to parents

March, 1971

Tactics Determine Parental Attitudes Toward Dissent

A study conducted by Donald A. Biggs and C. Edwin Vaughn for the Office of Student Affairs indicates that parents' attitudes toward student dissent vary according to the goals and tactics used; that although many parents agree with campus freedom of expression, they would limit this freedom in specific instances; and that satisfaction with University student affairs is related to liberal attitudes about campus freedom of expression and dissent.

Three items on the study's questionnaire described situations where the student goal was to make the admissions policy to the University less discriminatory against blacks. In the first case, students hold several meetings with University administrators to make their position known. Seventy-five percent of the parents agreed with the goal and method, 7 percent agreed with the goal but not the method, 12 percent agreed with the method but not the goal, and 6 percent disagreed with the goal and the method.

When the tactics are changed so that students occupy an administration building, ask staff members to leave, destroy records and property, and forcefully keep others from entering the building, only 2 percent of the parents approved of the goal and methods, 56 percent agreed with the goal but not the methods, and 42 percent disapproved of

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Students React to Conduct Code

THE REGENTS' CODE OF CONDUCT

A system of disciplinary procedures for dealing with violators of the University's code of student conduct was adopted by the Regents last September.

"The new procedures should provide two distinct advantages," President Moos had said. "The first is more rapid handling of alleged violations of the student conduct code, which in turn will protect both the student and the University more adequately.

"The second is the provision for emergency procedures in the event that the University is ever faced with a major disruption. While such a disruption is not expected, no university should be without plans to deal with unusual situations and these new procedures provide for such planning."

Much of what constitutes the discipline system are procedures that have been in use for years. The modifications came after a report by a Study Committee on Student Affairs.

Martin L. Snoke, assistant to the vice president for student affairs, was appointed conduct code coordinator to investigate alleged violations of the conduct code and to decide which agency within the University should handle the case.

A student accused of violating the conduct code is guaranteed all the rights of due process throughout the committee proceedings, such as written notice of the charge, the right to have an attorney, a statement of the nature of the evidence, and a prompt and impartial hearing.

As in the past, less serious violations may be referred to the appropriate college, department, student union, or residence committee for action. Any of these committees could refer a case to the conduct code coordinator.

The procedures also give President Moos the power to determine what constitutes a campus emergency and to use any measures he deems necessary to "meet the emergency, safeguard persons and property, and maintain the educational activities of the University."

The conduct code provides, for the first time, specific notice of all conduct the University defines as disciplinary offenses. The violations run the gamut from scholastic dishonesty to theft and property damage to disruptive demonstrations.

The conduct code was passed with the understanding that students could hold consultations and present alternatives.

THE STUDENT RESPONSE

The initial student response was dismay that students had not been consulted in writing or approving the Regents' conduct code.

Headed by Randy Tigue, a Law School freshman, a student conduct code committee was formed on the Twin Cities campus in October to make changes in the code. The students' version of the student conduct code was passed in principle by the Minnesota Student Association (MSA) Forum in January.

Main areas of concern, say the stu-

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Students Recommend Changes in Regents' Conduct Code . . .

(continued from page 1)

dents, are ambiguities in the Regents' code, the double indemnity possible under the present code (criminal prosecution plus University action for the same crime), and the fact that punishments for categories of crimes are not scaled to fit the crime.

Dishonesty, for example, is a violation of University rules for which the most rigorous punishment is expulsion. The present code defines dishonesty as everything from lending an identification card to a nonstudent to attend a dance, to falsifying a Ph.D. thesis. The students fear the potential for a student to be expelled for either crime. Under the student code, the student lending his ID card would not be allowed to attend student dances.

The student code also removes University sanctions against students involved in criminal offenses, leaving punishment to the courts.

The student conduct code is now before the Twin Cities Assembly Committee on Student Affairs. If approved, it will be submitted to the Assembly itself and then the Board of Regents.

On the Duluth campus, the Student Behavior Committee, composed of five faculty members and six students, has been reviewing the code in order to make the document more applicable to the UMD campus.

The UMD code differs from the Regents' code in methods of administration. At UMD the enforcement of a behavior code is done by the Student Behavior Committee with disciplinary actions made by the committee. The Duluth code would be kept compatible with the Regents' code.

On February 9 the Morris Campus Student Association held a student referendum to decide whether to accept the current code, to accept the MSA code, to write their own code, or to reject all codes and provide a rationale to the Regents showing why a student conduct code is not necessary on the Morris campus.

Results of the poll, which showed that

the students prefer to write their own campus code, will be forwarded to the campus Student Affairs Committee, which is reviewing the code.

Says President Moos:

Morris Campus to Continue Development As Small, Top-Rate Liberal Arts College

The role of the Morris campus within the University of Minnesota system was defined by President Malcolm Moos when he said that he and the Regents are firmly committed to developing the campus as a small, public liberal arts college of the quality found in the finest private liberal arts colleges.

A series of interviews recently conducted on the Morris campus further explains the nature of the college. Students, faculty members, and administrators strongly agree that the college is, and should continue to be, a liberal arts college.

"The Morris campus is structured along the same guidelines as the college of liberal arts in Minneapolis," Academic Dean Gordon Bopp said. "But while the goals of the two colleges are similar, the means differ. This is a college of 1,700 rather than 17,000 students. Although we cannot offer as many courses as CLA, we can offer students an individualized curriculum and personalized relationships with the faculty and staff."

"The ideal of liberal education is primary here," Counseling Director Joe Jesseph said. "Morris is a place for personal, intellectual development and maturation, not for vocational training. Too often a college education is valued for the wrong reasons. It is viewed only as a means to a good job. I see liberal education as a means to a full, rich life, as a means by which a student can learn, grow, and expand his social, cultural, and intellectual horizons."

"There is a national trend against specialized career training," Provost John Q. Imholte said. "Students want more than that, they also want insights into the social, economic, and political issues that

The Student Senate on the Crookston campus reviewed the Regents' conduct code and recommended no alternative action.

surround them."

Morris Campus Student Association President, Bob Watson, a senior from Truman, said that the college's emphasis on liberal arts is, to a large extent, a myth. "The preprofessional and teacher training programs on the campus, which are pursued by 40 percent of the seniors, limit students' liberal arts experiences," he said.

"The compromise in experience is slight for students who are seeking professional preparations," Imholte responded. "Their professional training is in addition to, not in place of, a broad liberal arts background."

Members of the campus community agree that the college benefits by being a public institution. "UMM is the only public small liberal arts college in the state," said Jeanne Baker, admissions counselor. "High school students are attracted to Morris because it offers a small college atmosphere at public college prices."

"Although we must work through a large bureaucracy, constantly articulate our positions to people in Minneapolis, and spend a great amount of time traveling to and from the Twin Cities campus, the price is negligible in relation to the benefits we receive from our association with the University," Jesseph said. "We are part of a progressive and innovative institution that has given us tremendous leadership, encouragement, and support."

"The informal rapport at all levels on this campus is exceptional," Wilbert Ahern, associate professor of history, said. "For example, I know many non-history majors through the Seminar

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No March Ceremony in Twin Cities Major Changes Planned for Commencements

There will be no March commencement at the University's Twin Cities campus this year. The Board of Regents last June approved a plan to reduce the number of commencements and make attendance voluntary.

Students who graduate in March may attend the June ceremony if they wish. In addition, many colleges are planning individual graduation events for June.

Changes in commencements have come largely as a result of student requests.

In January 1970, a Minnesota Student Association committee of students and faculty members came to Mrs. Kelley Godfrey, commencement coordinator in the Department of University Relations, to see if commencement ceremonies could be made smaller, more personal, and more meaningful.

Their visit coincided with a study Mrs. Godfrey was making to learn how commencements were handled at other large urban schools and how commencement at Minnesota could be improved.

Students Responsible For Many Decisions Says Dr. Snoke

Students carry the major responsibility for many decisions about their education at the University, according to Martin L. Snoke, assistant to the vice president for student affairs.

"While the University provides many aids including information, advising, and counseling, students have the responsibility of making their own decisions about sources, vocations, and out-of-class activities," Snoke said. Since the University has a very wide range of opportunities, students need and have available many special programs to assist them in making some very significant decisions.

"The University has a wide variety of programs and services to help students understand the decision-making process," he said.

"We will help, but we expect students to work and choose for themselves the best that the University can give them."

The students suggested that each college or unit have its own ceremony, that the students plan the ceremony themselves, and that attendance be voluntary. These proposals were much like those proposed to the administration by University Relations.

"We want to be responsive to student wishes," Mrs. Godfrey said. "We sympathized with their sense of being lost in a crowd."

More than 5,000 students graduate from the University each June, and about 1,500 each at the end of fall and winter quarters and the two summer sessions.

"We couldn't handle the 1,500 students in Northrop Auditorium anymore," Mrs. Godfrey said. "The ceremony took hours and there was no room for guests. It seemed unfair to require students to attend but not accommodate all of their guests. The June commencement, held in Memorial Stadium, hardly seemed personal to the students. We had to find an alternative."

Changes proposed to the Administrative Committee and Regents were approved in June 1970. Attendance was made voluntary beginning with that June commencement. Until then, candidates for graduation had to petition to their dean in order not to attend.

This year, colleges are planning their own ceremonies with the aid of advisory committees composed of students and faculty members.

Individual colleges may hold their ceremonies at any time—at the end of every quarter if they wish—whether or not there is an all-campus event, Mrs. Godfrey said.

Students may choose to go to both ceremonies, one or the other, or neither.

College ceremonies will mean that students will be participating with the faculty members and other students they know. Parents will be able to meet the deans and professors their sons and daughters have talked about.

Several colleges have held recognition ceremonies for years to honor their students. The Medical School, for example, has held an earlier recognition ceremony because graduating medical students have to report for internships early in June. Similar events have been held in Pharmacy, Veterinary Medicine,



Commencement ceremonies at the University have become so large that graduates have paraded across the Northrop Auditorium stage with no individual recognition.

Dentistry, Law, Business Administration, and Biological Sciences. In most cases these events will now become graduation ceremonies.

To help finance individual ceremonies, the number of all-University ceremonies has been cut from five to three (in June, August, and December). Students completing their studies in March or July may attend any of the other commencement events. The University of Minnesota had been alone in the nation in holding five commencement ceremonies a year.

Although most colleges are planning some sort of exercise for June, the all-campus commencement is necessary to accommodate colleges that are too large (such as the College of Liberal Arts) or too diverse (such as University College) to hold individual events.

"This is a transition year for us," Mrs. Godfrey said, "and we're still experimenting. What will develop eventually are commencement ceremonies that will meet the needs and wishes of students, faculty members, and parents."

June all-campus commencements will be held in Duluth, Morris, and Crookston; Duluth also holds commencement ceremonies at the end of second summer session in August.

Student-faculty commencement committees on all campuses, however, are encouraged to create their own ceremonies to meet student wishes and needs.

Crookston Campus 'Ready to Take Off'

The University's Crookston campus is "ready to take off in terms of growth and service," according to its provost, Stanley D. Sahlstrom.

It has taken a while for the four-year-old campus "to staff up, to gain understanding around the state, and to educate our faculty to the concept of technical education," Sahlstrom said in a recent interview.

What the University of Minnesota Technical College, Crookston, is all about is the preparation of young men and women for mid-management or para-professional occupations related to agriculture. "We filled a gap in education in Minnesota," Sahlstrom said. "Education for mid-management positions has been greatly neglected."

Sahlstrom pointed out that a third of all jobs in Minnesota are related to agriculture in some way. The number of farmers is "steadily declining," but all the related fields are growing—processing and transporting of food and fiber, sales, advertising, service occupations.

Meeting manpower needs of Minnesota is half of the Crookston story. The other half is what happens to the students themselves, many of whom come with poor high school records.

"We have some valedictorians who come because they are interested in specific programs. But a lot of our students come because they could not be admitted to four-year schools," said Sahlstrom.

When students come to Crookston with academic handicaps, he said, it is often because "someone told them they were dumb, and they believed it." For others, the problem is that "they never learned to study." A Study Skills Center is available for students who need to improve in basic skills.

The education students get at Crookston is "laboratory-oriented and practical," Sahlstrom said. The student-faculty ratio is lower than at a four-year school, allowing for more individualized instruction.

Technical education differs from vocational education, Sahlstrom explained, in that it is "collegiate in nature" and gives "preparation for a

cluster of jobs." Vocational education is skill oriented—the student is trained for a specific job—and takes less than two years; technical education takes from two to four.

A Crookston student will typically spend one third of his time on general education and two thirds on professional training. When he graduates he will have 75 percent of the professional training that he would have received at a four-year school.

Crookston has three degree-granting divisions—agriculture, business, and hotel, restaurant, and institutional management. A fourth division, general education, is supportive and serves all three.

As part of its practical orientation, Crookston requires that each student spend a summer interning in the kind of work he plans to do after he graduates. This on-the-job experience is supervised by the Crookston faculty.



Low student-faculty ratio allows close contact between Crookston students and faculty. Biology teacher above is Jerome Knutson.

A student in agricultural aviation might spend his internship working for a spraying concern. A student in recreation and conservation management will work on a game farm or for the park service.

The intention is that a student will graduate from Crookston and begin his career. But Sahlstrom and the staff are also proud of those students who "change their goals while they are at Crookston and transfer on for further education."



On-the-job experience is part of every Crookston student's program. Students above are majoring in fashion merchandising.

About 30 percent of the graduates have gone on for more education, and "their success ratio has been very high."

Crookston students are able to get the feel of college life—the learning experience inside and outside the classroom—and they like it.

A full range of outside-the-classroom opportunities is possible, Sahlstrom said, because most students live in residence halls. Crookston is different in this way from the junior colleges in Minnesota, which serve commuter populations.

"We serve the state," said Sahlstrom. The 419 students at Crookston in fall 1970 represented 172 Minnesota communities, plus a few from other states. Most come from the small towns and rural areas of Minnesota.

"We feel very much a part of the total University," Sahlstrom said. He stressed his conviction that it is right for the University to be a total institution, offering technical and preprofessional education as well as liberal arts and professional programs. For Crookston the value of being a part of the University is "the assistance we get from the professional schools."

"We are the University of Minnesota," Sahlstrom said. "Our students serve on all-University committees, and they are proud to be University of Minnesota students."

Total Enrollment Puts 'U' Seventh In the Nation

The University of Minnesota ranks seventh in total enrollment among American institutions, according to a survey published in the January 11 issue of *The Chronicle of Higher Education*.

The University has 68,381 students in attendance this year, 51,247 of them full-time.

The top six institutions are: State University of New York, 320,206 students (209,375 full-time); California State Colleges, 298,361 (106,291); City University of New York, 185,969 (100,259); University of California, 105,831 (99,436); University of Texas system, 73,672 (57,129); and University of Wisconsin, 70,582 (52,108).

Students Work to Form Consumer, Environmental Action Organization

Students on college and University campuses throughout Minnesota began activities in January to form the Minnesota Public Interest Research Group (MPIRG), a student-financed consumer and environmental action organization.

Consumer advocate Ralph Nader visited the University of Minnesota (Twin Cities campus), Carleton College, Mankato State College, Gustavus Adolphus College, Hamline University, and Macalester College on January 25 to promote the new organization, which would hire a full-time staff of scientists and attorneys.

Under the guidelines proposed for the statewide organization, each college that approves MPIRG will have student representatives to a state board of directors. Each campus would also have its own board to propose suggestions to the state board.

Petition drives at the University of Minnesota Twin Cities, Duluth, and Morris campuses urge the University to collect \$3 per student per year to support MPIRG. The money would be refunded to students who do not wish to support the group.

"What we're trying to do is to establish a mechanism by which students can

Most Parents Support Free Expression . . .

(continued from page 1)

the goal and methods.

When the students hold a sit-in in a University administration building to make their point, 12 percent approved of the goal and the method, 59 percent agreed with the goal but not the method, 2 percent agreed with the method but not the goal, and 27 percent were opposed to the goal and the method.

Students who hold a sit-in to protest army recruiters using University facilities receive complete support from 7 percent of the parents, 17 percent agree with the goal but not the method, 3 percent agree with the method but not the goal, and 72 percent oppose both the goal and method.

The parents were also asked several

questions about campus freedom of expression. When asked if all individuals should be allowed to speak at the University of Minnesota even if they hold views unacceptable to most Minnesota citizens, 8 percent strongly agreed, 29 percent agreed, 13 percent were undecided, 29 percent disagreed, and 21 percent strongly disagreed. (About 36 percent would not allow Cassius Clay to speak on campus.)

One percent of the parents strongly agreed that a student Ku Klux Klan chapter should be given official recognition, 2 percent agreed, 4 percent were undecided, 24 percent disagreed, and 68 percent strongly disagreed.

Most parents would fire a history professor who belonged to the Communist party: 30 percent strongly agreed, 33 percent agreed, 15 percent were undecided, 17 percent disagreed, and 5 percent strongly disagreed.

Twenty-five percent of the parents think University officials should control editorials in the student newspaper, 63 percent think they should not.

One third of the parents feel homosexuals should be able to hold public campus meetings, one fourth are undecided, and the rest think not.

Overall, however, 75 percent of the parents think the University should be a place where a wide range of political views are expressed; only 16 percent disagree.

The results of the study are based on 86 questionnaires returned by parents who belong to the Dads' Association, an official Twin Cities campus parents organization. Because this involvement probably influences their attitudes about dissent, a subsequent study was made of parents of students on all University campuses.

The results of the additional 400 questionnaires returned support the conclusions of the first study and also indicate that parents of University students have a highly favorable attitude toward the University of Minnesota.

According to the second study, 84 percent of the parents supported the University in its educational goals and its goals in general.

feed their interests into the legal system and have their voices heard," said Becky Wessman, a University junior.

As of February 12, more than 50 percent of the students on the Twin Cities campus had signed the petition; at Morris, the figure is 60 percent. Duluth passed 50 percent within two days.

Crookston campus students are not involved in the petition drive.

Nader said that Minnesota students could raise \$250,000 for the MPIRG project, enough for a "full-time staff of 18 to 20 professionals." These would include researchers to study pollution, food quality, slum conditions, and public health, as well as attorneys to prosecute large corporations that are breaking laws in these areas.

The issues to be tackled by MPIRG would be determined by the students who will control it. "If students are good at anything these days," said Nader, "it's finding what the problems are in our society."

The consumer advocate said a similar student movement began in Oregon where more than 50 percent of the students in that state have supported the group. "Others have begun in Illinois and Georgia, and I expect Texas and Ohio will begin soon," he added.

Twin Cities Quiet, But Students Not Inactive

Protests could have been sparked by several issues this year at the University's Twin Cities campus, but events that would previously draw hundreds of protesters appear to have been hardly noticed.

A rally held on February 10 to protest the incursion into Laos drew 250 persons. (Last May, 10 percent of the students on the Twin Cities campus did not attend classes as part of the war protest. Many more participated in rallies and teach-ins.)

The Laos rally was dominated by "the same old faces" as one protester put it. One campus observer thinks that they were people who believed that marches and rallies accomplish nothing but were making a token gesture.

Another difference was that there was no one sponsor but a coalition of several groups—the Minnesota Student

Association, the Union Board of Governors, and the Student Mobilization Committee, for example.

The rally, actions against parking-rate increases, and SDS protests seem to be hangovers from the past—especially the SDS protests.

The campus SDS is poorly organized, dominated by nonstudents, very small, and desperately—and unsuccessfully—looking for a cause that will unite a large number of students and workers.

NEW ISSUES

The Vietnam war is no longer the issue. Issues now are ecological dangers, women's rights, educational reform, and draft reform. Students seem to have opted for active involvement over mere dissent, to engage in activities to right the wrongs they see, instead of banding

together around one common cause.

There are more causes available that appeal to the moderate majority of students. There are drug information and help centers in the Twin Cities area, and students are doing several kinds of independent study projects for the state legislature.

The Minnesota Public Interest Research Group, a student-financed consumer and environmental action organization, is supported by Ralph Nader, Senator Mondale, Senator Humphrey, state legislators, half the Twin Cities campus students, and many segments of society.

Students have also been forming cooperative stores and day-care centers in hopes of finding meaningful community

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Experimental Grading System Makes Varied Programs Possible

Dave is a senior in electrical engineering at the University of Minnesota. During his last quarter he'd like to take an advanced humanities course, but several factors might convince him that he shouldn't.

For one thing, the majority of students in the course will be humanities majors, well-backgrounded in the subject and well ahead of Dave. For another, he has maintained very good grades and worries that his experiment in the humanities might lower his grade-point average.

The answer is the Pass-No Credit (P-N) grading option, an alternative to the traditional A-F grading system. A student registers for a course and requests P-N grading. If his instructor judges that he has at least fulfilled the course requirements, he receives a P and credit for the course; if not, the designation N means he receives no credit.

MIXED RESPONSES

Several restrictions are placed on the use of the P-N grading option: most departments within the University do not allow a student to take courses within his major on P-N, and no more than 25 percent of his total credits for graduation can carry P-N grades.

During its three-year trial period at the University the P-N system has had mixed responses.

Statistics compiled for the last two years on the Twin Cities campus indicate that students are not making a great deal of use of the alternate system.

There are three possible reasons for this, according to Keith Wharton, who conducted five separate studies on the P-N system for the University's Bureau of Institutional Research (BIR).

SOME PROFESSORS DISAPPROVE

"Many advisers suggest to their students that they not use P-N if they plan to transfer or go on to graduate school. Graduate admissions people around the country just don't know how to evaluate P-N work," he said.

Wharton also listed "subtle pressure" from professors who disapprove of the grading option and make their feelings well known to their students, as a deterrent to its use. He added that many students prefer a letter grade so they can evaluate their work better.

Faculty reaction to the P-N system is also mixed.

Wharton's last study compiled the reactions of 49 instructors who returned

questionnaires sent out by the BIR (101 were mailed).

Four of the respondents would like to see P-N abolished, two others would scrap the A-F grading system and put all courses on P-N, and eight would keep it as it is.

The major advantage reported by the instructors is the freedom P-N offers students to explore subjects outside their major area in an atmosphere free of anxiety about grades.

'SHIVER UP MY BACK'

One instructor said, "Upon entering a class of 28 students, 23 of whom are studying P-N, a shiver usually runs up my back; I have found through all of my experience these students are more eager to respond, comment, and question than the others who, rightly or wrongly, have an inherent fear of making an error and being marked down for it."

Most often cited as a disadvantage was the contention that the P-N system encourages students to do just enough work in a class to avoid getting an N.

CHANGES ADVOCATED

More than half the teachers polled would like to see some changes in the

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Dads' Association Helps Parents Learn About the 'U'

A University student's father who belonged to the Dads' Association in 1932, the year the Twin Cities group was organized, might have found himself helping to grade examination papers in June so that students could receive their grades before fall. Or he might have been asked to testify before the state legislature on University affairs. And the major event of the year was a luncheon and football game at the University.

Today the Dads' Association sees its functions in different terms. "We try to be educational and informative," said Irene Moore, Dads' Association coordinator. "It is important that parents know what is happening at the University, that their questions are answered, that they know what services are available. We try to provide a line of communication

between the University and the community."

The Association now has 1800 members—families, not just fathers—who participate in a wide range of programs that seek to "explain" the University.

Each year, during student orientation in August and September, parents are invited to attend a series of coffee hours on the Twin Cities campus.

"At the coffee hours, staff members and counselors talk about the University, what it does, and why. They explain student orientation and try to relieve parental anxiety about student registration," said Mrs. Moore. "Then the session is turned over to the parents, who ask such questions as why hippies are allowed on campus, whether a student should bring a car, how much money he

needs, what University grading practices are, what the housing situation is—and how someone gets a football ticket.

Most parents have very little knowledge about the University, and even those who were in college 20 years ago do not know what today's campus is like, according to Mrs. Moore. Each year 600-1000 parents are introduced to the Twin Cities campus at the summer coffee hours.

Other Association programs include meetings every four to six weeks on topics of interest to parents, tours to new buildings such as the West Bank's Wilson Library and Middlebrook Hall (a coed residence hall), dinners with student leaders, a Parents' Day Convocation in the fall to meet parents of new students, and a fall reception for freshman scholarship winners.

Dads' Association parents have traveled to towns outside the Twin Cities area to speak to people interested in the University. University administrators and counselors join them for these informal coffee hours.

Perhaps the best known Association event is the annual Dads' Day held in the fall. "We have a morning program organized and led by students, with speakers and panels. A luncheon with a guest speaker is followed by a football game at Memorial Stadium on the campus," Mrs. Moore said.

Because parents cannot attend all the programs they may wish, a newsletter is sent to them four times a year informing them of events on the Twin Cities campus, according to Mrs. Moore.

Annual membership in the Dads' Association is \$5; a sustaining membership is \$15 and is good as long as any son or daughter in a family is attending the University.

"Our purpose is to promote understanding. Parents should know there are people here who can and will do something to help them with their problems," Mrs. Moore said.

Mrs. Moore may be reached at 331 Walter Library, University of Minnesota, Minneapolis 55455; telephone 373-4474.

New UMD Freshman Program Includes Informal Talks, Inter-Department Studies

Twenty-four freshmen at the University of Minnesota, Duluth (UMD)—all volunteers and all with varying academic records—are participating in a new project, the Freshman Studies Program (FSP).

With some modifications, the winter quarter program is the same as the one followed by the first group of 24 freshmen who volunteered for the fall quarter project.

Under the FSP plan, the students do not take specific courses according to a set, daily schedule as do the more than 1,500 other UMD freshmen.

Instead of formal lectures, the FSP students hear talks on contemporary topics by professors from several fields of study. The goals for both students and faculty members are to listen, ask questions, and discuss.

For example, during fall quarter a discussion on food resources had input from professors of the biology, geography, political science, sociology,

anthropology, and art departments. Each showed how his special field related to the overall problem.

Writing done by the students, under the direction of an English instructor, qualifies them for credit in freshman English.

Numerous personal conferences are held with individual faculty members, and FSP students are assigned readings and asked to give oral reports.

FSP is offered on a pass-no credit basis and each student who passes earns 16 credits, four from each of the four general categories of courses required of lower-division students.

The FSP ideal seeks to provide meaningful relationships between study topics and to allow more individual study. Student reaction to the fall program was generally enthusiastic.

What the students think, say, and do may result in a completely new program for many UMD freshmen in the future.

P-N Grading . . .

(continued from page 6)

grading system. Several respondents felt that a P grade simply covers too much ground—a P is given to students doing superior work and to those doing D work. Some recommended a third letter that would recognize either a superior or a less than average performance.

Several others favored allowing students to enroll P-N, then changing to the A-F system if they are doing well in the course; many students also favor such a change.

Its trial period at an end, the P-N system and all the studies now go to the University Senate, which will make the decision to continue, change, or abolish the alternative grading system.

The decision may apply to other campuses of the University as well since they were also authorized three years ago to try the system if they wished.

P-N grading has received moderate acceptance at the Duluth campus. Approximately 16 percent of UMD students take at least one course on a P-N basis each quarter.

Some psychology courses, freshman English, and student teaching are now on a mandatory P-N grading system.

A study conducted by Gerald R. Allen, coordinator of records, shows that students are most likely to take a P-N course to protect their grade-point average, but that they are not necessarily exploring unfamiliar academic areas.

The Morris campus has for two years experimented with a Pass-No Record system in which no record is made of a student ever having taken the course if he does not pass.

Also at Morris, the value of a P or an N is established by the instructor of the course. In the Pass-No Credit system, the dividing line between P and N is about the same as between D and F.

Usually between 25 and 30 percent of UMM students take courses P-N each quarter.

One course—Reading Study Skills—is offered on a P-N basis this quarter at the Crookston campus, although the UMC campus assembly has passed a motion to have the curriculum committee work on and present a plan for expanding the P-N system on the campus.

Morris Campus . . .

(continued from page 2)

Honors program, and I have had more interdisciplinary contact with faculty members here than anywhere else. Because this campus is small, people can—and are encouraged to—develop informal relationships. That is a priority on this campus."

Most students want the college to remain small, according to Watson. "If we grow much larger we will be in danger of losing the qualities that students desire most," he said.

The Provost said that planned growth is desirable in order to increase the quantity and quality of opportunities. "Growth will bring greater diversity in human and physical resources," Imholte said. "I feel we should retain a setting that encourages personal and intellectual relationships between faculty and students, and balance this with the advantages of greater size. Our goal is to provide the best of both worlds."

Active Students . . .

(continued from page 6)

relationships. Residents of the West Bank area of Minneapolis have organized for this purpose and to fight the expansion of the University and Cedar-Riverside developers into their neighborhoods.

Springing up off-campus are food cooperatives, dedicated to the proposition that natural foods are the only healthy foods to eat. There are several co-ops on the West Bank, and people are clamoring to be on waiting lists.

One student advertises in "Hundred Flowers," an underground newspaper, that he is willing to go to the home of anyone who calls him and show how to make bread from unrefined flours. He has had several calls so far, some from concerned housewives.

DRAFT RESISTANCE STILL STRONG

Draft resistance has gotten quieter but is nowhere near dead. In December alone, 55 indictments were handed down from the U.S. District Court to area men who has refused to register or be inducted.

Liberty House, on the West Bank, and Twin Cities Draft Help are centers to help young men who oppose the draft. According to a draft counselor, more and more young men are refusing the draft on their own, without prior counseling from any group.

The Twin Cities campus has been peaceful. Protests against building a Red Barn restaurant in the University area and against parking-rate increases have led to arrests and have convinced people that this is not a viable alternative.

Unlike some other schools, the University of Minnesota does not have a tradition of violence.

REPORT TO PARENTS

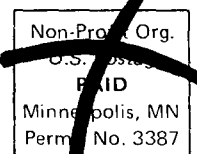
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a Report to parents

Published at Minneapolis

May 1971

Through Living-Learning Center Students Work on Off-Campus Learning Projects

"What do we do? We see ourselves as a launching pad for experiential and experimental education projects."

Jeffrey Johnson, program director, is describing the Living-Learning Center (LLC), a part of University College. "The center helps students plan and carry out off-campus living-learning projects," says Johnson.

The LLC, which began fall 1969, is located in a large, airy room with a fireplace and an exposed beam ceiling in the University YMCA building near the Twin Cities campus. Colored flags hang from the ceiling, the furniture is painted in bright colors, and two doves, a gift from the staff to Tom Walz, director of the center, coo in the middle of the room.

The center specializes in study projects

that require considerable amounts of off-campus study and experience. The goal of the LLC is to merge traditional classroom learning with more experiential types of learning opportunities.

"Projects are developed by individual students or groups of students, individual faculty members or groups of them. Community people can also suggest and participate in programs," said Johnson in a recent interview. "Where participation may benefit the learner, the center, and education in general, non-University persons are also welcome."

LLC programs have involved students in community live-in projects, travel projects, curriculum research and development, special community service projects, and exchange programs with

other colleges and universities.

During spring quarter break, Tom Walz and 25 students were in Washington D. C. to study the politics of social welfare.

Winter quarter found students in Honduras conducting a survey of prisons, welfare organizations, and universities. Others were investigating international communications. Students were also in Guatemala and Mexico working on various projects sponsored by the center.

"All the student had to develop their own curriculums, all are receiving credit for their work," said Johnson. Arranging for credit takes up much of the center staff's time since all credits for projects designed and directed by the LLC are obtained through negotiations and

(continued on page 6)

50 General College Students Enroll In Experimental Extended Programs

Since it was established in 1932, the two-year General College (GC) on the University's Twin Cities campus has used experimental and innovative programs to make education relevant and useful to its students.

In June, 1970, GC was granted the opportunity for further experimentation and this fall began development of three- and four-year programs, some of which will lead to a bachelor's degree. (The college also offers two-year vocational certificates and associate in arts degree programs.)

About 50 students are now enrolled in these extended programs. Each student has completed a two-year collegiate or vocational-technical program or its

equivalent, a requirement for entering the extended programs.

"It is important that the programs be built on the basis of student interests and needs," said GC Assistant Dean Frank T. Benson recently. "As a result, students are not only planning their own individual programs but helping to plan the college's approach as well."

The admissions committee, composed of three students and two faculty members, worked throughout the summer looking over admissions applications.

"The student applying for admission to the extended program had to have a
(continued on page 2)



Doves and banners help decorate the Living-Learning Center.

GC Proposes Bachelor Degrees in Applied Studies, General Studies

(continued from page 1)

clear idea of what he wanted to do. He had to convince the committee that this program was right for him," said Benson. Students sat on all major planning committees.

Two new degrees being proposed are the Bachelor of Applied Studies and the Bachelor of General Studies. They will go to the Higher Education Coordinating Commission for review and then to the Regents.

"The difference between the degrees is mainly a matter of proportion," according to Benson. "The student in applied studies will concentrate on a particular interest (60 out of 180 credits). For example, a student with high vocational-technical interest and experience can explore his field deeply. Or a student with a two-year program in electronics technology will be able to articulate that program with general education his third and fourth years."

The student in general studies wants breadth. He too has a field of concentration, but it is more spread out. "Some students do not want a sharp focus," said Benson. "They want a good general education."

Studies have shown that many graduates of vocational-technical schools and junior colleges want more education. But they are often different from students in traditional programs in regard to their interests, ambitions, and work and educational backgrounds. The extended programs in GC are designed specifically for these students.

"Because the GC students have such varied backgrounds and goals, each program must be individualized," said Benson. "The extended programs try to achieve flexibility and a wide variety of opportunities. The student plans his own program, an idea consistent with the concept of GC two-year programs. All this presupposes a great deal of individual advising and counseling."

One student, for example, who has proposed an applied studies program, has training as an artist-craftsman and wishes through a combination of independent study and course work to prepare himself

to teach arts to handicapped people.

Another student, with a background in electronics and an interest in computers, is studying the applications and the roles of the computer in society. His goal is to combine his technical skill with an awareness of the computer's social implications.

One student in general studies is interested in political processes. He is studying local governments in order to write a political guide for caucus-level activities, a plan that will show how government functions in fact and in theory.

"There are great advantages in having these programs in General College," said Benson. "We have experience in serving

this kind of student and we have at hand the resources of a major university. At the same time, we are small enough to counsel individuals and are free to experiment.

"It is important to remember," Benson continued, "that we are not duplicating programs that are found elsewhere in the University. The psychology major can enroll in the College of Liberal Arts."

The directions future GC programs take will depend in large part on the needs of GC students. "The four-year programs are already affecting the two-year programs," said Benson. "The associate degree has been given more importance and we are pleased with the change in thinking."

Two-Option Arts Program at Morris Allows Students a Choice in Curriculum

A new curriculum designed to offer students greater flexibility in planning their college programs will begin at the University of Minnesota, Morris next fall.

The new policy, called the Two-Option Liberal Arts Program, was adopted by the Morris Campus Assembly on March 15. The program will offer students the option of taking either a "standard" or an "individualized" curriculum.

The individualized curriculum will differ considerably from the existing program at the campus. Under the new option a student will not have to take any required courses. He may, with the advice and approval of one or more faculty advisers, select the courses and other academic activities that are most appropriate to his educational goals. However, the student's program must include the basic ingredients of a liberal arts education.

For example, a student might select the individualized option if his objectives cannot be fulfilled by the existing curriculum. With the help of an adviser the student would develop an academic

program that better meets his goals. The program could include regularly scheduled courses, independent studies, research projects, field experience, seminars, individualized instruction, studies involving the resources of two or more subject areas, and other learning activities appropriate to the student's own educational objectives.

The only requirements for students who select the individualized curriculum will be that they complete 180 credits for graduation, have a major or an area of scholarly concentration, and take no more than 60 of the 180 credits in any one discipline.

The standard curriculum also will vary from the existing program at the campus, with fewer courses required under the new program. Instead of completing 120 credits of general education requirements, students will take 30 to 55 credits in general education.

Students will be required to take 10 credits in the humanities, social sciences
(continued on page 8)

CURA Report Shows 'U' Is Becoming True 'Communiversality'

"I don't know of any other university of this size and complexity that has reoriented itself in four years the way the CURA report shows we have," said Eugene Eidenberg, assistant vice president for administration.

Eidenberg was commenting on a report to the legislature of the Center for Urban and Regional Affairs (CURA). The report describes 36 projects of the center, located on the Twin Cities campus.

"The CURA story demonstrates that a university can respond to the kind of call for leadership that President Moos articulated when he first began to define the communiversality.

"It demonstrates this University's commitment and capacity for reaching populations that historically have not been in touch with the University and its services.

"People usually believe the University just grows," Eidenberg said. "They

believe we keep adding onto all the programs we already have. But we've shown that we can reorder our priorities."

Priorities of CURA, according to the report, have been to "help to make the University more responsive to the needs of the larger community" and to "increase the constructive interaction between faculty and students . . . and those dealing directly with major public problems."

Credit for the CURA success story, Eidenberg said, should go in large measure to Fred Lukermann, assistant vice president for academic administration, and John Borchert, CURA director and author of the report.

"In many ways," said Borchert, "we are carrying on the University's well-established tradition of community service"—a tradition seen, for example, in the general and agricultural extension

programs and in the intern programs of the professional schools.

"What we're trying to do," he said, "is to help to spread this interaction between the University and the wider community."

Borchert said there are six groups that have been "teaching and learning from one another in the whole array of CURA projects"—undergraduate students, graduate students, faculty members, the child and youth community, the adult community, and the professional community.

Most CURA projects carry on what he calls "traditional campus instruction" (faculty members teaching University students) or "traditional extension instruction" (faculty members teaching members of the adult and professional communities).

(continued on page 5)

June Graduation on Twin Cities Campus Most Colleges to Hold Individual Ceremonies

A student graduating from the University's Twin Cities campus this June may attend the traditional all-campus commencement, a graduation ceremony planned by his individual college or unit, both, or neither.

The University Administrative Committee and the Regents last year approved the individual ceremonies so that commencement exercises could be smaller and more meaningful for the graduating students. The all-campus commencement was retained to accommodate colleges that are too large or too diverse to hold individual events. (A story appeared in the March, 1971, *Report to Parents* discussing in greater detail commencement changes and their implications.)

As of April 8, plans for individual ceremonies were being made by 11 of 19 Twin Cities campus units. The units are:

College of Pharmacy—2 p.m. June 5, Mayo Auditorium;

Medical School—2:30 p.m. June 4, Northrop Auditorium;

College of Biological Sciences—1:30 p.m. June 12, Coffman Union Main Ballroom;

School of Public Health—date and place not yet determined;

College of Veterinary Medicine—date and place not yet determined;

School of Nursing—time not yet determined, June 11, Coffman Union Main Ballroom;

Institute of Technology—8 p.m. June 5, place not yet determined;

Law School—8 p.m. June 11, Northrop Auditorium;

School of Dentistry—time not yet determined, June 5, Northrop Auditorium;

School of Business Administration—7:30 p.m. June 12, Coffman Union Main Ballroom; and

College of Agriculture—date and place not yet determined.

The all-campus commencement will be

held at 7:30 p.m. June 12 at the State Fairgrounds in St. Paul.

Most of the units are planning ceremonies similar to traditional ones—a guest speaker, student addresses, award presentations, and a reception to follow. The difference will be in the number of students participating—instead of 5,000 candidates for graduation, there will be from 100 to 600 graduates. Deans and professors will attend to give parents and friends of the graduates an opportunity to meet them.

The program in each unit is planned by a commencement committee composed of students and faculty members.

June all-campus commencements will be held in Duluth, Morris, and Crookston on June 11. The ceremony in Duluth starts at 8 p.m. in the Physical Education Building, the one in Morris at 8 p.m. on the Mall, and the one in Crookston at 2 p.m. in Kiehle Auditorium.

Attendance is optional at all commencements.

UMD Involved in Model City Project

For five UMD sociologists and a score of students, the Duluth Model City project has been a perfect exercise in putting classroom theory to practical use.

From the earliest planning in 1966 to the present, UMD faculty members and students have been directly involved in the Model City program, already acknowledged as one of the best in the nation.

Walter Baeumler, professor and head



TOP: Robert Franz, Walter Baeumler, and Philip Campbell (left to right) discuss Duluth's Model City project.

BOTTOM: J. Clark Laundergan, William Fleischman, and Mark Flaherty (left to right) examine a chart of the project's status.

of the UMD Department of Sociology-Anthropology, believes members of his department have a professional responsibility to get involved in such community service activities.

"Expertise in design and evaluation of programs by our faculty has not only aided in the development of the Duluth Model City project but also has saved thousands of dollars," Baeumler said. "Without their help, expensive consultants from elsewhere in the nation would have had to be called in." Mark C. Flaherty, director of the Model City Administration, points out that the project has been beneficial both to the city and UMD.

"UMD's faculty has provided the technical expertise we need for the development of information and evaluation systems," Flaherty explained. "It also has given UMD faculty members a chance to work on a person-to-person basis with the real-life problems of a particular area of the community.

"Without UMD help we would not be as far along in our project as we are today."

In 1966, Baeumler was named to the original advisory committee that planned the Duluth Model City project and prepared the initial application for federal funds. He still serves on that committee.

Even before the money was granted, UMD sociologists Philip Campbell, J. Clark Laundergan, and Baeumler directed a program for identifying opinion leaders living within the Model City area. They reasoned that finding the right persons was the key to the success of the project.

In the spring of 1968, Laundergan, Campbell, and Robert Franz, with the assistance of UMD sociology students, began a massive study of the population of the Model City neighborhood. This data on education, employment, crime, health, housing, recreation, and social services later led to the action divisions of the entire program.

At the same time, students armed with cameras were making a photographic record of the homes and other buildings in the neighborhood.

During the 1968-69 academic year,

Laundergan, Campbell, and Franz refined their previous studies. They also assisted UMD senior Carrie Maupins in a study of the Negro and Indian populations in the city.

In 1969 - 70, Laundergan analyzed the survey statistics previously gathered, coordinated new social surveys, installed a management information system, and developed an evaluation system.

Resource people from other cities came to Duluth to aid in the project and, in many cases, to copy what the city was doing since its planning was so far advanced.

This year, William Fleischman, another UMD sociologist, is working full time at Model City. He is serving as a research consultant and as a monitor on the various projects now under way. One is an information and referral service that will provide neighborhood citizens with information on the various social agencies in the city and what help they can get from them. Fleischman also is updating the 1968 study in terms of the 1970 census figures.

Campbell, meantime, is researching movement within the Model City neighborhood since the project began in 1968, and Laundergan is studying evidence of people working more effectively with each other within the Central Hillside area.

The UMD faculty members who have been involved in the project have varying reactions to the experience and the program.

Laundergan said, "The community is the laboratory for the sociologist who, if he is to be an effective teacher, needs to spend some time in his laboratory. The Model City project supplies this opportunity."

Laundergan said that while citizens of the area had mixed reactions about the Model City program in the beginning, he believes there has been a definite improvement in identification of area residents with each other and that public areas—"places of pride and beauty"—will help them enhance this

(continued on page 8)

Afro-American Studies Firmly Established at 'U'

While many black studies programs, established at colleges and universities across the country as emergency measures in response to student demands a year or two ago, have fallen by the wayside, the University of Minnesota's full-fledged Afro-American Studies department in the College of Liberal Arts has well over 1,000 students (80 percent are white) enrolled in its spring quarter classes. There are 10 Afro-American majors.

Under the new leadership this year of scholar and historian George King, the department on the Twin Cities campus is functioning as a sound academic unit, a channel of communication for students

who are interested in social reform, and a resource for black students who are facing personal problems.

"There's been a shift on the part of black students to a serious, academic frame of mind," King said. "The urgency that prompted the establishment of some black studies departments has subsided but the problem they were designed to help remains."

King says that problem is primarily a void in traditional curriculum that ignored the history and culture of the 25 million black people in the United States and contributed to a lack of understanding of these people.

"Our objectives are to increase this understanding through a study of black history and culture, and to educate black, as well as white, to face the hard realities of contemporary life," said King, a slight, soft-spoken black man who joined the Minnesota faculty this fall.

"It is our hope that a program of this nature will prepare people to work constructively, with commitment, in our society," he said. "Our curriculum is different from the traditional because we attempt to relate our subject matter to today's problems.

"The success of our department is
(continued on page 7)

University Resources Mobilized to Meet Community Needs

(continued from page 3)

What is new about the CURA projects, he said, is that most of them have also "added new dimensions to the instructional process by greatly widening the range of young people and adults reached and drawing upon the talents of the full range of these people to help provide instruction." Students, young people, and the members of the community become teachers, and faculty members become learners as well.

"What's so exciting," Eidenberg said, "is the blending of the missions of the University." University resources have been "mobilized" so that students and faculty find their University experience more meaningful and bridges are built to the community, he said.

"The service aspects of the programs are dramatic," he said. In the **Pilot City** project, tuition-free University courses for credit are open to all residents of the Pilot City area, and hundreds have enrolled.

Similarly, in the **Glendale** project, residents of this public housing project for low-income families have taken University courses for credit, audit, or pass/no pass. One objective has been to build an "educational bridge" so that capable residents of the community will

be motivated to enter degree programs on campus.

In the **Agency Certificate** program in St. Paul, certificate courses for paraprofessionals in public service work have been offered at reduced cost on a sliding scale: \$1 per credit/per \$1,000 income.

In the **Indian Inmate Education** program, an academic and cultural program has been provided to help Indian inmates develop self-assurance and a positive self-image. Seven of those inmates have now come to the University as full-time students.

"The bridge and the link really work," Eidenberg said.

Eidenberg stressed that CURA is not just a center-city program. The **Land Management Information System**, for example, is statewide; it is a research and development program that aims to coordinate data on the state's natural resources and land use.

The **Fergus Falls Business District Study**—requested by local businessmen—is a survey of attitudes on such questions as competition with other communities, development of a mall area, and improvement of the Fergus Falls community.

CURA has been a vehicle for coordinating the efforts of many agencies, Eidenberg said. For example, **Project**

STAIRS (a tutoring program for Indian children in the elementary grades) has involved the cooperation of the University, the federal government, the Minneapolis public schools, the Hennepin County anti-poverty program staff, and the State Department of Education. Tutors come from the University, Macalester College, and Augsburg College.

In spite of CURA's success, Eidenberg said, "CURA is not an aggrandizing agency." All projects in CURA are pilot projects.

Borchert said "our job is to provide an administrative home for projects that need one. If the projects fail, we wipe them out. If they succeed, we help to find or create a place for them in the regular academic structure of the University."

In this way, Eidenberg said, the programs are "woven into the fabric of the whole University" and placed under the normal faculty controls.

Most collegiate units of the University are involved in one way or another with CURA projects, and "initiatives are starting to develop throughout the University," Eidenberg said. "People are coming to CURA now and saying that they want to start projects."

'U' Students Tutor, Help with Several Urban Projects

(continued from page 1;

consultations with the appropriate departments and instructors at the University. "We hope we can improve the credit mechanism," said Johnson. "That would enable us to have more time to advise students." LLC projects are available on both a credit and noncredit basis.

Students engage in a wide variety of service-learning projects. This quarter they are working on the Model Cities project, in urban education, and in Head Start, a program of innovative learning projects for preschool children.

LLC students are tutoring Mexican-American families in their homes, from first grade level through adult education. They are working on a community workshop helping VISTA set up art programs for children, high school students, and adults.

Other projects include University students creating workshops for the aged, working in half-way houses for reformatory parolees, and initiating and coordinating programs in teen drop-in centers and community recreation centers.

One student is a high school special projects coordinator developing after-

school projects for students. Another is working as a recreation director for mentally and emotionally disturbed adults. And another is a student ombudsman in a Minneapolis inner city high school; his job is to act as liaison between the student government and the faculty.

Students are teaching, working as
(continued on page 7)

Financial Needs of Low-Income Students Receive High Priority From Regents

The following remarks on student aid were made by Regent Elmer L. Andersen at the April 16, 1971, meeting of the Board of Regents.

As all of you know, the Regents, in the last two years, have given high priority to developing the program of student financial assistance, with special attention to the financial and educational needs of low-income people.

I think I speak for all of us in saying that we must seek to maintain our program of financial aid for low-income students. We know that this is a period of financial belt-tightening, but it would be tragic if we allowed this to deny access to the University to our most needy students.

It is our desire to assure the public and the student body that we will do everything possible to see that the program of educational and financial aid for needy students, started two years ago, is maintained.

In this connection, as you know, the Regents are lending their strong support to urging that the Legislature fund fully the Higher Education Coordinating Commission (HECC) request for its scholarship and grant-in-aid programs. Full funding of this program could help us substantially in meeting our commitment to needy students wishing to enter the

University.

In supporting this program, however, I think we should continue to urge the importance of legislation that will ensure the distribution of grant-in-aid money in ways that reflect the distribution of low-income people in the state, and urge that HECC be staffed to accept applications for grants-in-aid at deadlines later than those now set. We are convinced that the current deadlines tend to disadvantage some of the low-income students who merit access to the program. But above all, we should try to make clear that the most urgent need for low-income students in the state is scholarship and grant-in-aid funds.

As you know, we support our student aid program at the University by combining grant or scholarship awards with loans and work-study opportunities. Our students have extended their self-help support through work to the extent that work is available. They do assume an increasing debt-burden to obtain their education. Those with very low incomes need some help through grants-in-aid, particularly as they enter the University.

Students now making plans for next school year can do so in confidence that the Board of Regents, whatever its resources in the biennium ahead, will give high priority to needs in this area.



TOP: Jeff Johnson counsels a student on a project proposal.

BOTTOM: Students read about LLC projects, posted on a kiosk in the center of the room.

Seminars, Research Part of Black Studies LLC Projects

(continued from page 5)

dependent on the soundness of its scholarship and its relevancy to the students, both black and white, as well as its relevancy to the Twin Cities community and the state of Minnesota.

"What we are all about is serious work that will contribute to the solution of today's problems. There is no mystique in black studies."

There are 20 different courses offered by the department this quarter, taught by a faculty that meets the University's high academic standards.

In addition to special seminars and independent study programs, the courses include:

"Black Protest: Colonial Times to the Present" and "Law, Society: A Minority Point of View" taught by John Preston Ward, a black attorney and long-time leader in the National Association for the Advancement of Colored People;

"Personality of Black Peoples" and "Black Women" taught by Lillian Anthony, former Minneapolis Civil Rights director who was acting chairman of the department during its first year;

"An Introduction to the History and Culture of Afro-America" and "Folklore: The African in America" taught by Milton Williams, former education director at The Way community center in Minneapolis;

"Black Family" and "Black People: The Welfare System" taught by Josie Johnson, a civic leader in Minneapolis; two black music courses taught by Geneva Southall, a pianist who has received many awards; a black music course taught by Reginald Buckner, an accomplished jazz musician; and two courses in the Swahili language.

The staff takes a special interest in the academic problems of the students, many of whom lack the standard academic backgrounds. Many staff members come in on Saturdays to provide tutoring for these students and all have regular office hours when they are available for counseling.

An all-purpose room next to the

department's main office is equipped with lounge furniture and is available—and frequently used—for after-class discussions.

The faculty is also actively engaged in research projects. The Higher Education Coordinating Commission recently granted funds to the department for a study of the black family. "Up to now, black families have been studied pathologically — that is, from the standpoint of their weaknesses and why they differ from the rest of society. Our study will examine their strengths and vitality. After all, the black family structure has survived under very adverse conditions," said King.

Work on the study began this quarter and involves faculty members, research assistants, students in the Black Family course, and community people.

In another project, Lillian Anthony is studying the black woman and to what extent she has served as a transmitter to the black family of African value systems. The mother is the principal person in a family to teach cultural values, according to King.

Miss Anthony is studying the source of non-Western values in the black family. Her study comes in two phases — in the first, she is studying black literature in America. In the second, she will interview black women from abroad as well as in America.

Secretary Marj Wynn, who has been with the department since it was established in 1969, said it was last May, during the nationwide student strike against the U. S. involvement in Cambodia, that the tide really turned for the Afro-American students at the University of Minnesota.

"They met to discuss whether or not they should strike. Although most of them were against the military action, they decided that black people had actually been on strike against social actions for 300 years and now it was time to get down to work and study to find ways to better handle their problems."

(continued from page 6)

settlement house volunteers, tutoring, and developing community centers throughout the Twin Cities.

One of the most ambitious programs of all may be the School Without Walls, a free school for junior and senior high school truants, dropouts, and other students who cannot bear classrooms. LLC students work on a one-to-one level in an attempt to help the students develop their own curriculum and a chance to achieve academic and social success.

"The Living-Learning Center offers students something different from large classes and television lectures. Students need to feel competent and too often the traditional class only fills them with words and concepts that they vaguely understand. They have no experience to relate those words to," said Johnson. "The center tries to give them that experience and integrate it with the conceptual basis of higher education," said Walz.

This year 450-500 students are involved in LLC-related projects; most are liberal arts freshmen and seniors. "We tend to get the brighter students and the more alienated students — the ones who want something more than the traditional University classes," said Johnson.

"We wanted the center to be small and serve no more than a couple of hundred students each year," said Johnson. "But the demand has been exceedingly great," said Walz, "and it is difficult to say no." The plan is that as student involvement grows, individual University departments and colleges will create their own living-learning centers.

"If we do our job well," said Johnson, "we'll be out of a job."

The University of Minnesota adheres to the principle that all persons shall have equal opportunity and access to its educational facilities, activities, and employment without regard to race, creed, sex, or national origin.

CLA Honors Program Aimed at High-Ability Students

Prof. Frank D. Hirschbach refers to the College of Liberal Arts (CLA) Honors Program on the Twin Cities campus as "an island in the river of education."

"Having so many students at the University," he goes on, "it is a good idea to have some special programs for the high-ability, more motivated students."

Hirschbach, professor in the German department, recently was named to a three-year term as head of the Honors Program.

There are approximately 550 lower-division (freshman and sophomore) students in the Honors Program, according to Hirschbach, and about 450 upper-division students. Students from the Institute of Technology on campus are included in the CLA program.

"Basically, the Honors Program is a separate administrative unit in CLA to provide extra opportunities for high-ability students," says Hirschbach.

Prospective honors students are contacted during their senior year of high school and told they are eligible to take special courses and attend special seminars if they join the program. They also may advance more quickly than the average student.

"We have a three-prong approach in the Honors Program," Hirschbach explains. "First—each department in CLA has special courses for honors students, and sometimes they are assigned to certain sections in multi-section courses.

"Secondly, we have Honors Colloquia

for freshmen and sophomores where students gather to discuss topics that concern relevant issues.

"Finally, seniors, and occasionally juniors, have Honors Seminars which are taught by faculty but not offered to the general student population."

Freshmen must have a 3.0 grade-point average (GPA) for admission to the program. A 3.25 cumulative GPA must be reached by the end of the year to continue in the program.

For graduation with honors, a 3.0 is required for **cum laude**, a 3.25 average for **magna cum laude**, and a 3.4 average for **summa cum laude**.

The seven-year-old program has other advantages for participants, including free tickets to the Guthrie Theatre, Minneapolis Symphony, and other cultural events.

Duluth Project May Benefit Community, 'U'

(continued from page 4)

feeling. He noted that progress already has been made by the vest-pocket park idea, the bookmobile, and the playmobile.

Franz agreed that Model City represents "the kind of thing that is potentially beneficial to the University and the community."

Campbell says the 60 students who helped with the photographic survey were able to "see a run-down area of the city in a new light. For them, it was a real

New Morris Plan

(continued from page 2)

and natural sciences, and mathematics under the standard option. At present they are required to take 20 credits in each of the three divisions.

The new program requires an additional 10 credits or equivalent proficiency in mathematics or foreign languages, or two courses that provide exposure to linguistic processes in English. The new policy will not include the present foreign language requirement.

Selecting a major in an academic discipline will be optional. But those who do not choose a major will be required to show some command of a field of knowledge or an area of scholarly concentration as an alternative.

The primary purpose of the Two-Option Program is to provide students with opportunities to develop their own curricular programs. It is not expected to significantly change the course offerings at the college. It is expected to provide overall program flexibility.

eye-opener. Some middle-class family students think their world is the only one, a view that gets knocked apart when dealing on a real-world level."

Fleischman said the program "provides a potential design for improving other areas of the city. All the principles of the project—citizen participation, planning, project development, evaluation—can be directed toward the goal of a higher quality of life for people living in any area."

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