

# update

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ADDRESS CORRECTION REQUESTED

## most students satisfied with education —

### but many feel need for more personal contact

by val cunningham

Wally Brindle is a College of Liberal Arts (CLA) sophomore who really likes the University of Minnesota.

Chris Garwick, also a CLA sophomore, says she's generally satisfied with the University and is happiest when she's learning something new.

Stephen Morrison, graduating this June from the Institute of Technology, says he's been very satisfied with his four years on campus.

And Karla Westberry, a CLA freshman, says she still is taking primarily required courses, but she's satisfied with the University.

Karen Hein, a senior, couldn't agree less. In fact, she's so dissatisfied with the University that she's not going to attend commencement exercises for her Business Administration class this June.

Five students with a broad range of interests and expectations. Four of them satisfied with the University and one quite dissatisfied.

"This place is just too big," Mrs. Hein said when interviewed in May. "At a campus this size I don't see how you can get to know the students or the faculty." Another major complaint she has is lack of relevancy. "I didn't want so much theory—I wanted stuff I could use," she said. "Maybe I should have gone to vocational school to learn accounting."

Part of Brindle's satisfaction stems from the fact that he spends most of his time in small classes or in individual instruction. A music major, he's very enthusiastic about his instructors in the Department of Music. "The faculty is unbelievable," he said. "I'd never

Continued on page 15)



Wally Brindle and trombone

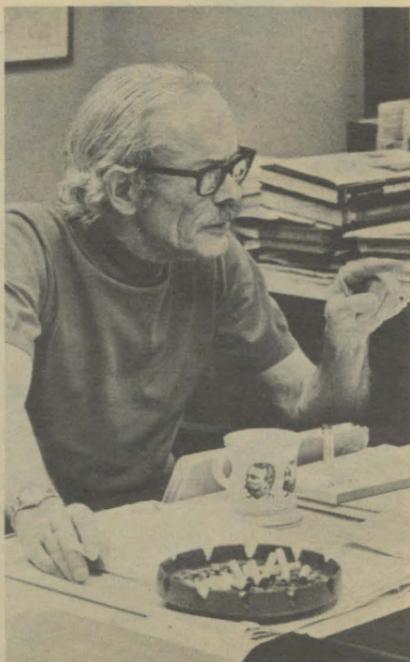


Stephen Morrison

Karen Hein: she isn't happy . . .



John Darley, chairman, department of psychology, talked about teaching loads and other work in his area.



Darley makes a point

## classroom time proves difficult to measure:

## psychology head describes typical academic workload

by maureen smith

It sounds like a simple question. How much time do University faculty members spend in the classroom?

Legislators wanted to know, and they asked the University to give the question to a computer. They requested a print-out sheet listing all faculty members with their salaries and the number of hours spent in the classroom in a year.

University administrators expressed reservations about the usefulness of such a list, but they promised to come up with one. They talked legislators into accepting a list of faculty members by code number instead of by name.

The print-out sheet was produced and something called average instructor clock hours computed for each department. But even the man in charge of the study doesn't think the results prove much. "I don't think any of it is very useful," said David J. Berg, director of Budget Planning and Information Services.

The study has some serious flaws, Berg pointed out, but he said the real problem is more basic. The wrong question was asked, and the right questions can't be answered with available data. Time spent in the classroom can be counted by a computer; total time spent on teaching cannot.

Even in computing classroom contact hours, Berg and his staff ran into some problems.

They defined an instructor clock hour (ICH) as an hour in the classroom each week for a quarter. In other words, if a professor taught a three-hour course each quarter for three quarters, he was credited with nine ICH's.

What a professor's ICH tells about his teaching effort depends on what else he is doing (advising graduate students, directing independent study, preparing for lectures, grading papers). What a department's average ICH tells about its commitment to teaching is even more questionable, Berg said.

In computing an average, it makes a difference who is included. Berg and his staff counted everyone—all faculty members at the rank of instructor and above, whether full-time or part-time, and even some on sabbatical leave. (Lecturers were not included, and Berg now sees this omission as "one mistake.")

In some departments, the average ICH was reduced because of the inclusion of faculty members on leave or on part-time appointments. Since the original print-out was run, Berg and his staff have refined the data to correct for this distortion.

Because of the general dissatisfaction with the computer data, several department chairmen were invited to meet with administrators and Regents and tell the story that can't be told on a computer print-out.

If the chairman thought the average ICH for his department was misleading (and most did), he was given the opportunity to explain what factors had not been taken into account.

These departmental narratives, with documentation, tell far more about each department's teaching effort than a computer print-out ever could, Berg said. In judging the computer verdict against each department's report, he said, "the simpler the department, the more accurately it read out."

The report of the science and mathematics division at Duluth, for example, showed that "the ICH read out high and accurately," he said.

In a few units, the ICH is extraordinarily high, he said—for example, in veterinary medicine, where team teaching is used for all classes and the ICH is "enormous." In other units, for a variety of reasons, the ICH is deceptively low, he said.

Each department is unique. For the purposes of this article, it was decided to take a close look at just one. Psychology was selected for these reasons:

- It is a nationally distinguished department.
- It is a department with relatively light teaching loads (but not as light as the computer print-out shows).
- It is a department with a large proportion of graduate students and a large proportion of non-state funds.

In short—at least in the view of its chairman—psychology is a department whose teaching effort cannot be computed in ICH.

The computed average ICH for psychology is 11.7—or less than four hours in the classroom each week per faculty member per quarter. If accepted at face value, this figure would be "terrible," said the chairman, Prof. John G. Darley.

Darley is concerned about the impression the computer print-out will give. "We're a department of great stature, and it looks as if we're goldbricking," he said.

Both Darley and Berg stressed that it would be more meaningful to measure output than to count classroom hours.

Darley pointed out that psychology is "consistently among the top four or five" departments in the College of Liberal Arts (CLA) on the following items:

- B.A. degrees granted annually (about 200);
- M.A. degrees granted annually (about 25-30);
- Ph.D. degrees granted annually (about 30-35); and
- Student credit hours taught (above 48,000/year).

"Nowhere in these records do you begin to get output," Darley said about the computer run.

Not only is the department's output high, he said, but also the cost per student credit hour is below the CLA average.

To judge a teacher or a department by time spent in the classroom, Berg said, would be like judging a lawyer by the time he spends in the courtroom.

Similarly, he said, "if you're judging the effectiveness of a sales force, you don't just count the time the salesmen are sitting in customers' offices. The sales manager wants to know the volume of sales."

The simpler the department, Berg said, the more accurate the ICH. Psychology isn't simple.

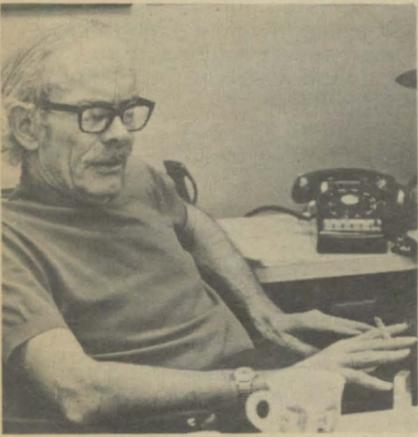
One reason it isn't is that so much of its teaching is at the graduate level. "The most important factor that differentiates University teaching from that of other institutions of higher education in the state," said Vice President William G. Shepherd, "is the very substantial commitment to graduate training.

"Some portion of that can be identified in terms of graduate classes," Shepherd said, "but the large amount of one-to-one interaction between a faculty member and a graduate student engaged in research under the guidance of that professor cannot be reflected in a computer print-out of classroom hours."

In 1971-72 (the year of the study), Darley pointed out, the psychology department counted 426 graduate students. Of these, 247 were working with the 24 members of the department's core faculty—an average of about ten per faculty member.

(In addition to the core faculty of 24, there are 40 University staff members on other departmental budgets who advise and teach graduate students in psychology.)

Directing a graduate student's research and guiding him in the



Darley

writing of his dissertation do not show up in ICH. And these are not the only activities required of a graduate faculty outside the classroom.

Written qualifying examinations for graduate students in psychology are given three times a year. Core faculty members prepare these examinations in 12 sub-fields of psychology, and at least two core faculty members read the examination in each sub-field. In 1971-72, 220 students wrote 308 such examinations as a qualifying requirement for their Ph.D. candidacy.

In addition, candidates for the M.A. degree write "starred papers," which must be read and evaluated by at least two members of the core faculty.

"At no point does any of that work get nailed down in this data," Darley said.

In 1971-72, about 600 juniors and seniors were majoring in psychology. And during that academic year, 3,646 students took the introductory course in psychology.

"This faculty works very hard at teaching," Darley said. "People assume we're a big research faculty, a research machine. But we care a great deal about teaching." As evidence of the concern for teaching, he described the work that has gone into the introductory course.

"This is our showcase," he said. "It's our chance to tell neophytes what psychology is. And we think psychology is pretty important, so we try to make the showcase as handsome as possible."

In psychology, a guiding principle is that senior faculty members should teach the first course. (Other departments have other strategies. Prof. Norman J. Simler, chairman of the economics department—another distinguished department—explained that the philosophy in his department is to have senior faculty teach junior faculty and junior faculty teach undergraduates.)

To bring full professors to 4,000 students and to ensure that the course is standardized, the psychology department has relied on technology. For several years the course was taught on closed-circuit television, but student ratings were falling and the department was dissatisfied.

In 1971-72 the course was introduced on colored film—a better technology, Darley said. With the move to colored film, he added, the department was able to turn to "three superb teachers" for the showcase course—James Jenkins, David LaBerge, and Kenneth MacCorquodale.

Jenkins, LaBerge, and MacCorquodale filmed the course "as an overload," Darley said. "They were not paid an extra nickel, nor was I able to release them from any of their other teaching duties." The producer estimated that they spent seven hours off screen for every hour on screen. Darley called the achievement "a minor miracle" and reported that "student ratings have been going up again."

None of the filming time (and of course none of the planning time) showed up on the computer. More than that, Darley said, the computer "doesn't reflect any of the five years of blood, sweat, and tears" in redoing the introductory course.

National ratings for an academic department may simply be "codified rumor," to use Darley's phrase, but "this is how we are perceived by our peers." And one of the results, in a field like psychology where federal and foundation funds are available, is that a distinguished department becomes "magnetic for money."

Since 1962 the psychology department has been so "magnetic" that federal funds have represented between 53 and 70 percent of its annual budget. In 1971-72, only 35 percent of the budget came from state funds.

"If I had to live and keep this faculty alive on what the state of Minnesota paid me—even though it's been very generous—we wouldn't have this faculty," Darley said.

The relationship between state and federal funding is complex. "We don't allow research grants to pay regular faculty salaries," Darley said, and the department could not continue to be strong "if the state didn't give us enough dollars to be competitive in salaries." With the state giving the "basic support," he said, "I can seduce a good enough young man or woman so that he will become magnetic for more money."

When a faculty member has attracted research funds because of his own high reputation in his field, he is expected to commit some of his time to directing the research. "Such grants will typically support the activities of many graduate students," Vice President Shepherd said, "and the management of these activities requires the commitment of a substantial segment of a faculty member's time."

Teaching loads in psychology are not as light as the computer print-out would suggest. But Darley said "it is correct to infer that this department has relatively light teaching loads"—and he said this is "the result of a clear policy on my part as chairman."

In "seducing" strong faculty members to come to the University and encouraging them to stay, Darley said, relatively light teaching loads are among the incentives. Others, in addition to salaries, are speed of promotion, stimulating colleagues, and physical facilities and research support.

With these incentives, Darley said, "if I build a good enough department, it helps to make a great university."

Minnesota has been generous to its university, Darley said, and "there is no reason except faith that a state of 3.5 million should support a university as great as this one."

The state may decide it can't afford a great university, he said. "But if our time is running out," he said, pointing again to the computer print-out, "I don't want us to be convicted by inaccurate data."

"The computer isn't designed to generate data in the right form," he said. And the trouble with using misleading data is that "the truth seldom catches up with error."

Is there any way to get at the truth? If the computer can't tell how much time teachers spend teaching, is there any other way to find the answer?

Darley thinks a better source of information is already available—a series of "faculty effort" studies that have been conducted within colleges and throughout the University.

The most recent all-University study, conducted in 1969 by the Bureau of Institutional Research, showed that the average faculty member reported working a 57-hour week, with 32 of those hours spent on instruction.

In a similar study within CLA, psychology ranked tenth in the college for the average work week reported by faculty—a total of 62 hours, with 27 hours on instruction. The CLA average was a 59-hour week, with 36 hours on instruction.

A lot of people are skeptical of results like those—partly because the totals are so high, partly because most of the studies have relied on a self-reporting method based on the faculty member's own recalling of how he spends his time.

But in one study, Darley said, faculty members kept daily log books—and the results were very close to the results based on recall.

"It can still be the case that faculty members are nothing but a bunch of liars," Darley said. "If so, they lie with surprising consistency." □

### Anderson names Regents

Gov. Wendell Anderson named four persons to six-year terms on the University of Minnesota Board of Regents in late May, following the Legislature's recess. Anderson named the same four persons that were endorsed earlier by their respective district caucuses, reappointing both Elmer L. Andersen and L. J. Lee. The Governor also named Mayo Clinic urologist Dr. David Utz and Madison Lake farmer Lauris Krenik. University President Malcolm Moos said he "applauds the action of the Governor in preserving the continuity of the Board" and noted that the Regents could now proceed with the election of officers at their June meeting.

### Legislature appropriates \$240 million

The Minnesota Legislature appropriated a total of \$240.3 million for University operations during the 1973-75 biennium, an increase of \$34.2 million over the last biennium. The appropriation is about 94 percent of the \$255.3 million the Regents had requested, but the increase allows no new programs in any areas except health sciences. To allow funding of 45 new positions in health sciences, the Legislature asked that the University cut 75 academic positions during the biennium. (See related story on crisis in funding on page 14.)

### Waseca funded at current level

Legislators debated the fate of the University's newest coordinate campus, the University of Minnesota Technical College at Waseca (UMW). A Senate subcommittee had recommended that the campus be phased out, but the conference committee agreed to fund the Waseca and Crookston campuses at a no-growth level and will study the two colleges during the interim. (See related story on page 7.)

### Building requests

The Legislature approved \$14 million in construction money for Unit B/C of the health sciences complex, contingent on non-state matching funds. Some \$5.8 million was approved for expansion and remodeling of home economics facilities in St. Paul. Only two other building appropriations over \$1 million were approved: these were \$1.9 million for a health sciences addition to the Duluth campus library and \$2.0 million for boiler additions and pollution control on the Twin Cities campus. No money was appropriated for the proposed law school building.

### Faculty salaries to increase

The Legislature also approved faculty pay increases of 5.1 percent the first year and 5 percent the second for the next biennium. The Regents had asked for 7.85 percent the first year and 5.5 percent the second. Faculty groups, including the American Association of University Professors (AAUP) and the University of Minnesota Federation of Teachers (UMFT), had asked for larger increases, citing both increased living costs and low ranking of University in comparative pay ranks among Big Ten institutions.

### AAUP to organize for bargaining

The University of Minnesota chapter of the American Association of University Professors held a press conference in May to announce its decision to organize faculty for collective bargaining, thus setting the stage for a possible faculty vote next year to elect an exclusive bargaining agent. The University of Minnesota Federation of Teachers (UMFT) has already announced its intent to organize faculty for bargaining.

### Five Regents' Professors named

Five University faculty members were named Regents' Professors at the April Regents' meeting. Included among the five is the first woman ever to receive the award. Regents' Professorships are the highest recognition given to faculty members at the University.

The five named are A.B. Baker, neurology; Clyde M. Christensen, plant pathology; Ruth E. Eckert, higher education; Reuben L. Hill, family sociology; and William A. McDonald, classical studies. A faculty member holds the title for life as long as he remains at the University and receives a \$5,000 annual salary supplement from the University Foundation during his tenure.

### Richardson named personnel head

Roy Richardson, formerly corporate manager of manpower development and training for International Harvester Co., was named director of personnel by the Board of Regents in December. The post was created to integrate personnel policies and practices for both faculty and civil service staff at the University.

### Staff council meets opposition

A proposed staff council intended to represent all civil service workers on the Twin Cities and coordinate campuses was forced to cancel its elections in November due to union opposition. Council Six of the American Federation of State, County and Municipal Employees (AFSCME) objected to the formation of the council, which had been approved by the Regents, on the grounds that it would be an illegal company union.

Civil service employees have been working to establish the council for more than a year. Roy Richardson appointed a civil service interim advisory committee in January, composed of representatives from existing non-union staff organizations, to advise him of their concerns until questions of the council's legality can be answered.

On May 2, AFSCME filed suit against the University alleging that the interim committee is also a violation of the law and interferes with the rights of staff people to bargain collectively.

### Three administrators resign

A University vice president and two of his assistants announced their plans to resign from their administrative positions March 5. William G. Shepherd, vice president for academic administration for 10 years, will leave office as soon as he can be replaced.

Fred E. Lukermann and Lloyd H. Lofquist, assistant vice presidents for academic administration, both announced their plans to return to the faculty. Lukermann will return to the geography faculty in the fall and Lofquist, director of rehabilitation counseling and training for 13 years, will return to psychology. (See related feature on Lukermann on page 9.)

Moos has named a committee of students, faculty and one dean to recommend a successor to Shepherd.

### Private support increases

A record total of over \$2 billion was donated by private sources to American higher education last year—and the University of Minnesota was in the top 20 for the first time (19th place, with \$18.2 million). The bulk of the money was donated to private colleges and universities, but private support for public institutions rose appreciably. An earlier study of public institutions of higher education showed the University ranking 4th in private donations. (See related story on efforts to increase private support on page 12.)

### Tenure debate nears conclusion

After a year of deliberation and debate, the Faculty Senate was scheduled to vote May 31 on a proposed faculty tenure code. The code, a 125-page document, was prepared by a faculty committee then chaired by Carl Auerbach, dean of the Law School.

Committee members said the new code was intended to clarify existing policy and to strengthen the protections for faculty members. But many faculty members saw the first draft of the code as a weakening of faculty tenure.

Throughout the year, the Faculty Senate has been amending the code, and all changes voted by the Senate have been incorporated into the version that was to be voted on May 31.

### Tuition increases, equity sought

Tuition increases averaging about 13 percent over the coming biennium will be sought by the University administration at the June meeting of the Board of Regents. In line with a Regents' policy of asking students to pay 26.5 percent of the instructional costs of their programs, a wide range of increases are recommended to move toward equity in various units.

An increase of 74.4 percent over the biennium is contemplated for veterinary medicine, a high cost program, and an increase of only 6.9 percent is planned for dental hygiene students. The legislative appropriation assumes an income of \$54.4 million to be derived from tuition.

Tuition for resident College of Liberal Arts, General College, University College, Duluth and Morris undergraduate students will increase from \$168 to \$182 per quarter. Nonresident tuition in these areas would increase from \$470 to \$492. □

# update

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Experiment Station crop lands are used by UMW to give students "hands-on" experience.



Audio-tutorial allows individual students to study at their own pace.



Ag mechanization laboratory includes the equipment a student will find in actual job situations.

## campus profile: a report on waseca's special educational role

by tom yuzer  
supervisor  
university relations  
waseca

The University of Minnesota Technical College-Waseca is the newest of the coordinate campuses in the University of Minnesota system. After the recent debate in the Minnesota Legislature it is also one of the best known colleges in the state.

The unique program and single mission of the University of Minnesota-Waseca (UMW) was apparently not fully understood by members of the education subcommittee of the senate finance committee and that body, in its deliberations, suggested that UMW be phased out.

That decision prompted numerous agricultural and educational groups and individuals to rally to the support of UMW. The support indicated that the semi-professional, mid-management, agriculture-related programs of UMW are on target with the needs of industry.

"We are extremely pleased that the decision to phase out the college was not supported in conference committee," UMW's Provost Edward C. Frederick said after that committee had agreed to continued funding for UMW at the Governor's recommendation. The conference committee also said it would visit the campus before the session in 1974. "We are now looking forward to the time when these Legislators visit our campus and learn first-hand the programs of UMW and the mission of the College."

UMW opened in the fall of 1971 with a charge from the 1969 Legislature that: "There is a need to supplement the existing programs of agricultural education in Minnesota, in order to increase the supply of trained manpower for all segments of the agricultural industry."

The first class graduates from UMW on June 15 this year. There are approximately 60 seniors and the job outlook for these graduates is a very bright one. Robert Hendricks, placement supervisor, reports 82 percent of the projected graduates were placed as of May 21 and the others have numerous opportunities. One-third of these first graduates are in agricultural production and will return to farming operations.

The offerings of the college are in seven programmatic areas: agricultural business, agricultural production, agricultural industries and services, animal health technology, horticultural technology, home and family services, and food technology. A UMW student takes approximately one-third of his courses in related education—communication skills, basic sciences, mathematics, and

social sciences. The remaining two-thirds are in the specialized program or major he or she chooses.

Part of what makes UMW a unique college is that all of the course work is related to agriculture. The courses in related education use examples from agriculture instead of the traditional examples, such as a hog instead of a frog in biology, fertilizer in chemistry, and so on. Each student at UMW takes a core group of related education and agriculture-related courses. As the student specializes into a programmatic area and further into a specific major, additional classes are added to fulfill the requirements. Upon successful completion of the requirements for a specific major, the student earns an Associate in Applied Science degree, usually after seven quarters of study.

One of these seven quarters consists of the preoccupational preparation unit or POP program as it is more often called. This quarter is a full quarter of on-the-job or internship experience in a job closely related to the career opportunity the student is most interested in following graduation. The POP quarter finds the student registered for 12 credits at UMW and working fulltime in the industry. He is involved in the requirements of a job and is evaluated both by the employer who is paying his salary for the twelve weeks and by the POP supervisor, Peter Fog, and one or more of his instructors at UMW.

The POP experience usually comes after three quarters of resident study at UMW, enabling the student to have a good understanding of what the requirements for a position will be and also offer him or her the opportunity to return to the classroom and find the answers to problems encountered "on-the-job".

The education received at UMW is described as practical or "hands-on". Approximately one-half of the course work in a major is in the specialized laboratories which have been developed at UMW, at the Southern Experiment Station, or in the nearby industry. The students have an opportunity to work with the materials, equipment, and supplies with which they will be associated in industry.

The University's Southern Experiment Station, which adjoins the college, provides an excellent practical agricultural laboratory. The Experiment Station consists of 830 acres of land, 35,000 individual test plots, and over 1,200 head of livestock. Students have an opportunity to learn from experimental trials as well as from the use of equipment, land, and livestock.

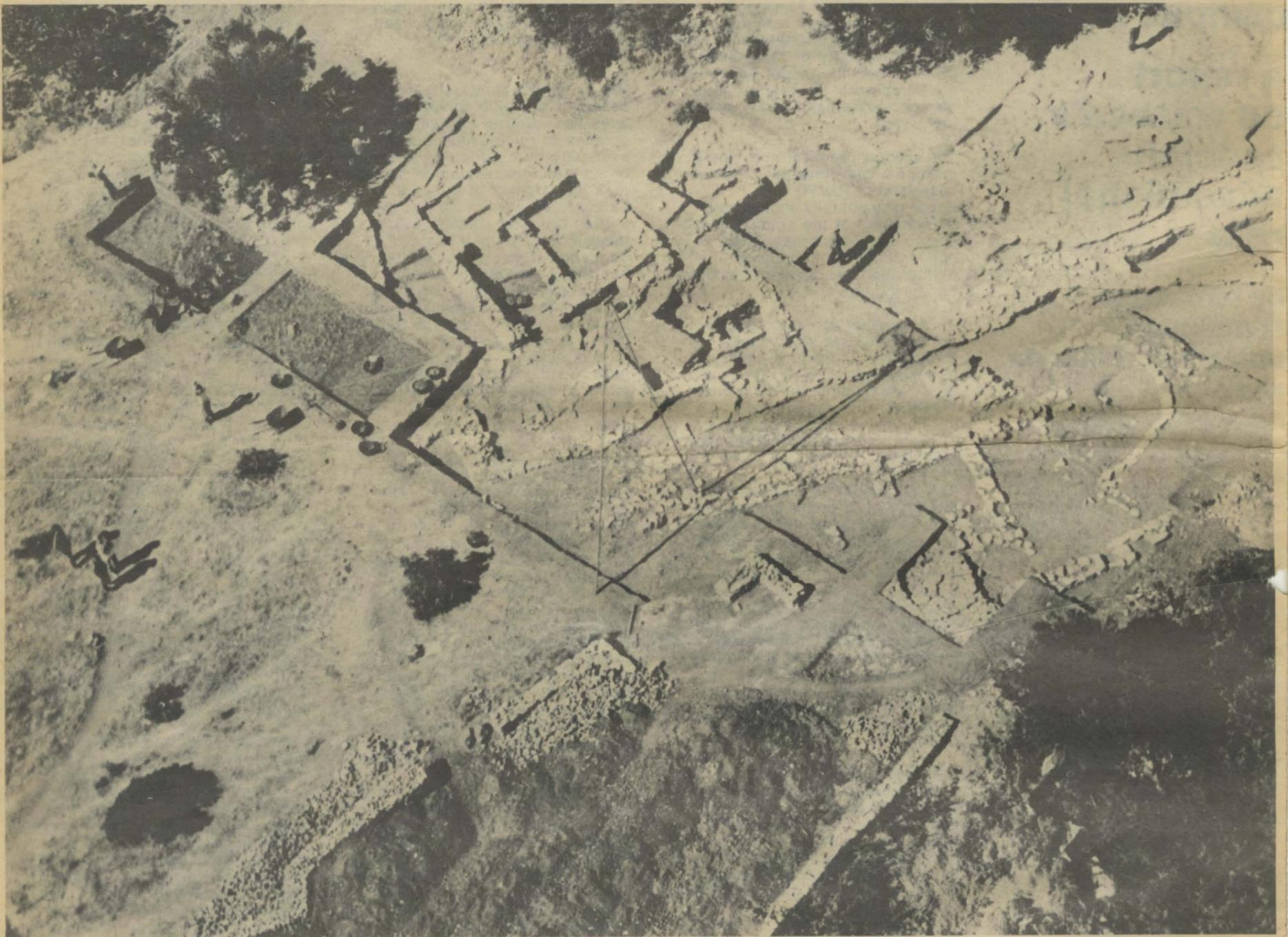
The specialized laboratories at UMW include the ag mechanization laboratory, the soils laboratory, the specialized greenhouses, the animal health operating room, and many others.

The College is located in the heart of one of the finest agricultural areas in Minnesota. In addition to the rich farmland which surrounds Waseca, the agribusiness industry has also located numerous plants in the area. Many of these are used by the UMW students.

"The most satisfying point which has emerged from the recent action by the Minnesota Legislature," Provost Frederick said, "was the way the agribusiness industry and farmers of Minnesota rallied to our support. They simply said that the kind of education being provided at UMW was meeting a very real need and that they wanted to see the programs expanded, not phased out." This support also came from a wide range of other groups, including educational groups, present and potential students and their parents, farm organizations of every kind, and many friends of the College.

A comment by Robert Rupp, editor of *The Farmer* magazine, sums up the feeling of the majority of those who supported UMW. "It doesn't make sense to terminate the UMW program when students are waiting to get in and employers are waiting to hire them," he said.

"UMW is unique and it has the single mission of training young men and women for semi-professional, mid-management positions in the broad fields related to agriculture. In two short years we have earned industry's support and found student interest beyond our projections. Now we want to get at the business of continuing to build and develop an excellent technical college of agriculture," Provost Frederick concluded. □



Air view of excavations at Nichoria, one of the University of Minnesota's current "digs" in Greece.



Fred Lukermann with famous cigar

## Lure of ancient excavations draws Lukermann back to Greece

by liz petrangelo

Public affairs and ancient Turkish taxation  
University administration and anti-war movements  
Geography and minority recruitment  
History and migration and population movement  
Urban problems and life in Mycenaean Greece

- A strange and motley collection
- Excerpts from an encyclopedia, cut out and tossed on a page
- Multiple choice answers for a vocational preference test
- An impressive list of seemingly unrelated topics

Unrelated to some perhaps, but all part of the life style of Fred Lukermann. In his 33 years at the University of Minnesota, Fred Lukermann has been student, instructor, professor, department chairman, associate dean and assistant vice president.

He has studied, researched, taught, mapped, suggested, fought and agitated for change. He has failed in some small things, succeeded in bigger things and learned from all of them.

This year, after six years as assistant vice president for academic administration, Lukermann resigned to return to his discipline—a big deal to some but not to him.

"I think I've done what I can do in administration," he said. "I've never been dissatisfied with this office and I can't think of more exciting times than I've had here. I've considered the last six years a learning experience and that's the best thing I can say about anything."

Lukermann the student earned his bachelor of arts degree from the University in 1948 and his master's in 1950. He began his climb up the University ladder as a graduate assistant in General College. In 1951, he won a Fulbright scholarship to attend the University of Istanbul, Turkey, and spent the next year walking across Turkey, critiquing the geography of Strabo, a Greek geographer of the late first century B.C.

He has returned to Turkey twice since then to continue his studies of ancient migration, culture changes and major population movements. In 1964, he was asked to join William McDonald and his staff who were piecing together the history of the kingdom of Nestor, the Mycenaean king who ruled southwestern Greece during the 13th century B.C.

And so, Lukermann the geographer traveled to Greece to aid McDonald in mapping and in searching out other sites to excavate. In his work in Greece, Lukermann is attempting to prove a theory that could change the face of modern archaeology.

Using modern theory on city planning and location, he is attempting to make retrodictions about location of cities, relationships between cities, transportation and communication systems. With this method, Lukermann and the excavation team have been able to locate nearly 300 sites for future study.

"Before this, the archaeologist had to work randomly," he said. "He'd have a pottery shard in his hand, go and ask a peasant or farmer 'Have you seen any of these around?' and the guy would say 'Yeah, there's some over in my vineyard.' The archaeologist would just have to walk across the country in this way, sometimes finding something and sometimes not."

In 1968, after ten years of waiting, McDonald and the University of Minnesota Messenia Expedition (UMME) were granted official permission by the Greek government to dig at a site called Nichoria near the shores of the western Peloponnese. The UMME and Lukermann are trying to reconstruct life as it was in that area nearly 3,500 years ago.

"I'm going back to find out whether these four seasons of excavation have identified this city as a provincial capital," Lukermann said. "My hope is that it is. Once we've proven that, I've got the centerpiece of the model, and can put the whole system of settlements together. If we can do that, we've got a model that can be used in other parts of the world."

Lukermann the teacher has always considered himself at the cutting edge in his field. His teaching has concentrated on the economic, urban and planning aspects of geography.

"I've always been interested in immigration, racial ghettos, the build-up of little Bohemias and little Italies," he said. "Early in my teaching, it became quite obvious to me that the ideas we had about the American melting pot—the great monolith of American culture—were not really the way it was at all."

"I realized that you don't have to go to Greece to study population movements, you can go to Northeast Minneapolis or you can study the movement of the Jews from St. Paul's lower west side to Highland Park."

During the 1960's, as chairman of the geography department, he began to explore ways of making the department more inter-disciplinary—service and research which could be applied, not in some exotic past or country, but here and now.

He accepted the associate deanship for social sciences in the College of Liberal Arts in 1966—

not so much for the salary or the status, but for very practical reasons.

"I saw that students were changing. We were right in the middle of the Vietnam affair. Poverty and racial questions had become paramount," he said. "And I saw certain changes that had to be made in the University from the inside that I could not make as a faculty member or department chairman. I thought I might be able to make some of these changes as a dean."

During his short year and a half as associate dean, Lukermann managed to expedite the remodeling of the old public administration department into a school of public affairs. "We were attempting to do more than just prepare students for the nuts-and-bolts of being a public administrator or a public servant," he said.

"We wanted to help them get at questions of policy—how you can change things."

And he was instrumental in getting the University's Center for Urban and Regional Affairs (CURA) underway. After accepting the assistant vice-presidency for academic administration in 1967 and the reins of CURA, Lukermann tackled the problem of the University's responsibility to the community.

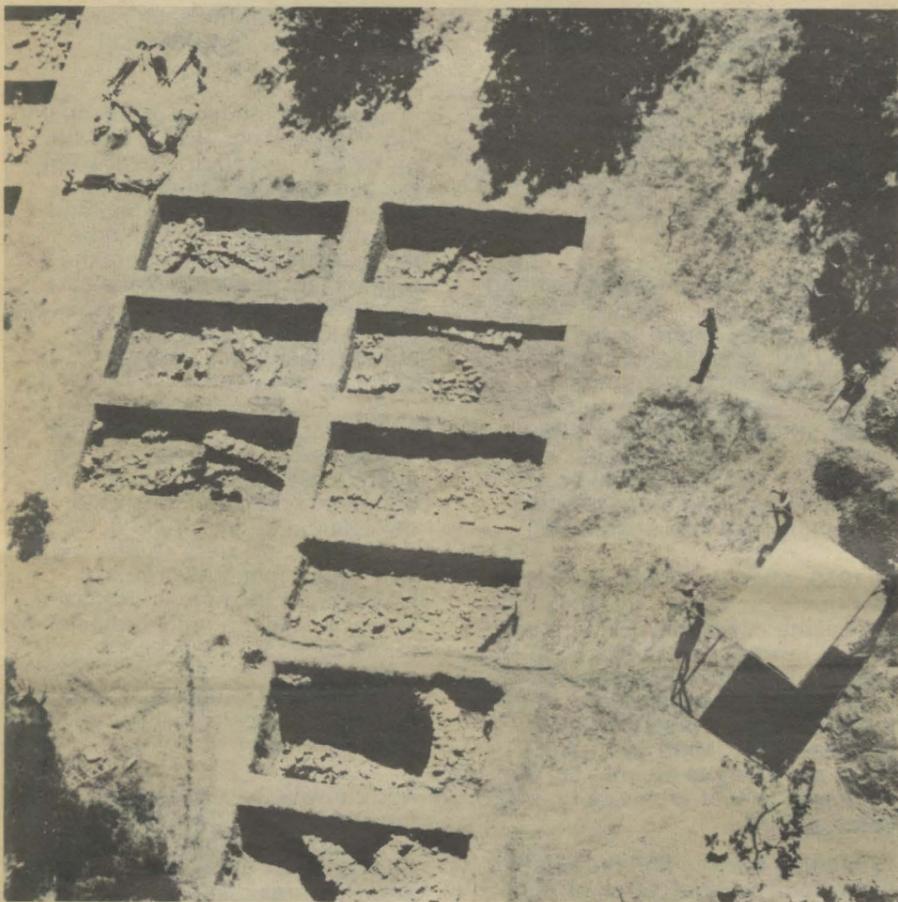
Lukermann and CURA concentrated on three pilot projects in that first year. In the Twin Cities area, they brought University courses out to the residents of the Pilot City and Glendale areas. The idea was to let the community people decide which classes would be taught and which instructors would teach them.

"Right away, we found that the people did want courses in the community, places like the north side," he said. "And we found they were interested in courses on insurance, budgets, the crisis in black society, the history of minorities in America."

"We experimented," he said, "and they experimented with us. The idea was not just to put a professor in the community to teach. It was to create courses especially for the people in the community, to answer questions we'd never heard before."

Since that time, CURA has directed housing surveys, health care projects, programs for minority groups throughout the state, geographical and demographic surveys—all calculated to bring the wealth of expertise at the University to the people of the state.

"These were the years of free speech, civil rights, Martin Luther



Nichoria detail

King, bussing, and the whole American society seemed to be bursting at the seams," Lukermann said. "We decided it was just not enough to go out into the community. We had to bring the community to the University and the only way to do this was to bring new students into the University—students who had never been here before."

There were many students who had never been here before. "In 1967, we had about 60 black students on campus and 80 per cent of these were in intercollegiate athletics," he said. "We had about a dozen Indian students come in in the fall and two weeks later, there were none. We had no Chicano students at all."

So Lukermann spearheaded the drive for minority students and the Martin Luther King (MLK) program began. Since its inception, MLK has given assistance to nearly 1,500 students. But the drive didn't stop with MLK.

"We knew that once we got the students to come, we couldn't let them sink or swim," Lukermann said. "We knew we had to provide counseling and tutoring but we also knew that there was no point to that effort unless we provided these students with some identity within the University."

And so the ethnic studies departments were born. But Lukermann doesn't feel they were born through his efforts. "It would be best to say the ethnic studies departments evolved out of the situations that arose because we were recruiting," he said. "We never predicted structure. The changes happened because of student and faculty commitment. If traditional departments wouldn't change their curriculum to accommodate these students, new departments had to be formed that would."

Lukermann feels that the last six years have been telling ones for the University. "I would argue that we've really done very well because of our looseness and flexibility," he said. "We have been more interested in the process of change than in the products of change."

And that's the way Lukermann the administrator feels it should be. Looseness and flexibility lie at the heart of what he feels makes an effective academic administrator. "The administration is here for only one purpose," he said. "To act as a facilitator and to help out what is, after all, the core of the University, the students and the faculty."

"The administration shouldn't be making policy," he said. "The students and faculty should be making those decisions and we

should be here to carry them out in the best way possible."

Lukermann sees the ability to keep in touch with the students and faculty as the single most important prerequisite for an effective administrator. "That's why I would argue that administrators should rotate," he said. "There should be a fixed term. Once you've been here for three or five years, it seems to me that you've done what you can do and you should go back to your discipline."

"If you can't go back because you're out of touch with your discipline, then you've lost your reason for being an academic administrator. You can no longer listen to students and faculty or know what they're doing."

When Lukermann accepted the assistant vice-presidency, he took to the office the same attitude he took to the CLA deanship—that there were things he could do as a vice president that he could not accomplish otherwise. But in all his years as an administrator, he has considered himself on loan from the faculty.

"I feel now that I've run out of the things I wanted to accomplish in this job," he said. "Also, if I haven't been able to get my ideas across to my colleagues in these past six years, I'm certainly not going to be able to succeed in the next six. And I know there are plenty of good people out there who can rotate into this post."

"This doesn't mean that I look at my administration as a period in which I did something else," he said. "I did in administration basically the same things I did as a faculty member. And I think everybody should understand that I'm not quitting a job because I'm leaving. I feel I'm not going to be any less valuable to the University by going back to the faculty. I'll be even more valuable with the experiences I have had."

And so, Lukermann the man, after six years as an academic administrator, is leaving for Greece at 1 p.m. on September 16 to get back in touch with the dig.

"I really have no regrets about virtually anything I went through," he said. "I have very positive feelings about what I've been doing and what I've been involved in. I think the University has changed in these years."

"I guess I don't even feel like I'm leaving. I expect those involvements and commitments to go on. And now that I'm at the end of one project, I'm at the beginning of another."

And on and on. □

## the continuing value of education in the liberal arts

by john turnbull  
associate dean  
college  
of liberal arts



Students sometimes get a chance on a nice spring day to move a discussion group outside to see the sun, feel the grass, and think about a lot of things.

A well-known statement about education in the liberal arts is that it is "what the student has left after he has forgotten what he has learned."

More precisely, a liberal arts education is one that encompasses an overview of man and his society and his culture, one whose commitment is to the preservation and the advancement of learning, and to the development of the power of discrimination between what is true and abiding and what is not. This is not all; there are innumerable variants to describe the content and meaning of liberal education.

In another and equally important sense, there is a distinctly practical side to liberal education—one that is sometimes overlooked or ignored.

One can visualize an education as including, among other things, these characteristics:

1. The acquisition of skills that are transferable, irrespective of what kinds of activities their owner engages in.
2. The assimilation of information, whether it be that of history, or of man's behavior, or of the nature of things, or of society's legal framework, or whatever.

Let us look at these two, in inverse order.

Apart from other considerations, the main difference between a "liberal" and a "technical" (or other)

education appears to rest in strong measure upon the subject matter studied and hence the kind of information that is assimilated. One who specializes in, say, physics, studies subject matter that is different from one whose specialty is psychology.

A common presumption is that if physics is not necessarily more worthwhile inherently, it is at least more valuable occupationally. (Actually, physics may not be the best illustration since the occupational outlook is better for psychologists than physicists. Classics or philosophy or a language may be a better example. The occupational value of these three disciplines may at best be more limited.)

But there are decided dangers in these kinds of judgments about subject matter. For one thing, much subject matter—particularly that which has an occupational orientation—is decidedly ephemeral. What is the profit in memorizing in detail, for example, the current framework of public policy on taxes, or tariffs, or trusts when tomorrow it may well change significantly? While a solid groundwork is obviously desirable, one can always look up the details. (And memory, in a changing situation, may be most unreliable.)

However, there is a greater danger. The assimilation of facts to the detriment of the development of analysis and reason does not really equip an individual to deal with problems—in this case those problems associated with his occupation.

Thus, one charge against a liberal education is that one assimilates information that is of little relevance to the real (the occupational) world. This charge has inherent weaknesses. If a scientist, a medical practitioner, or an accountant were to rely on what he had assimilated in his university days, he would soon be obsolete. An undergirding of "basic" information may be far more valuable. And this is the kind of information one acquires through an exposure to the liberal arts. (It is no accident that there are so many "refresher" courses being offered on current developments, details, and practices.)

What is more important, however, is the acquisition of skills that are transferable. (We are not talking about "manual" skills except insofar as they might relate to, say, the work of a surgeon. A craftsman—say a cabinet maker—enjoys his own rewards, but this fact has little relevance to the issue at hand.)

What kinds of skills might one visualize in this context? A number come to mind.

1. The capacity to analyze—analytical ability. This is critically important in any occupational calling.
2. The ability to generate alternative approaches (solutions) to given problems, consequent upon analysis.

3. The capacity to reason—to make

(Continued on page 13)

## role of private support growing . . .

and will grow still more

by david peterson

Private support—including foundation grants and corporate and individual gifts—will play a bigger and more important role in financing education at the University in years to come, in the view of the two men most responsible for attracting such funds.

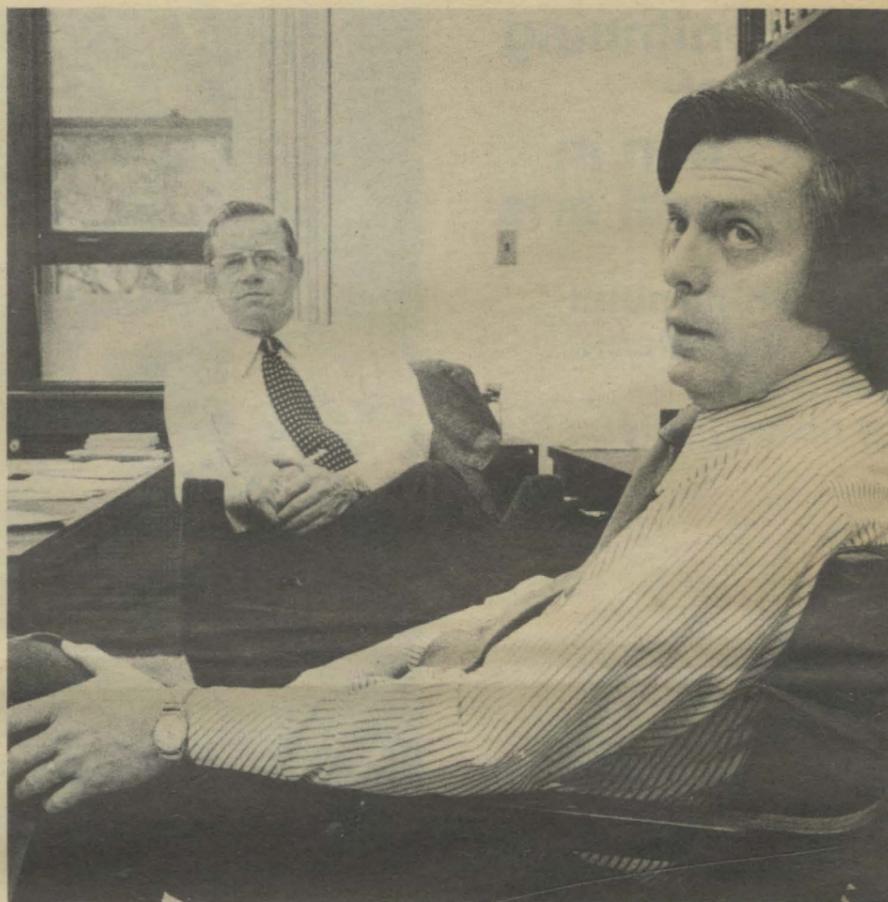
Bob Odegard, director of development, and Don Brown, associate director, both agreed that the increased importance of private support was likely to continue for some time and that it was unlikely that it was only a temporary state of affairs.

"I don't really see that there is any choice," said Brown. "If you accept the facts that costs are going to continue to rise, that the upper limits of tuition charges are being reached, that the state can basically be expected to maintain its current percent of support (about 34%), and that federal educational spending has leveled or will decrease, then the only remaining source of potential support is, of course, private money."

Few people realize, Odegard emphasized, that in spite of the fact that the University is a state institution, only about one-third of its support comes from the state appropriation. State and federal funds together make up only slightly over half of the budget (52%). The rest comes from two sources: the University's "internal" sources—such as tuition and income and fees; and from the private sector—in the form of sponsored research, endowment gifts, and direct grants. Private support and endowment income together only constituted a bit over 7% of the budget during fiscal year 1971-72. The biggest share of total University income—about 41%—came from University sources.

Odegard and Brown both admitted that increased private support involved a slight risk that some donors might influence the University's internal affairs in certain ways but noted that any such influence was relative and not necessarily bad. "It's certainly less a threat than federal money," said Brown, "and I definitely wouldn't want to hang the future of the University on federal money as 'trendy' as those funds are."

Brown pointed out the difficulties now facing certain science and space programs that were built up with federal money following the "Sputnik crisis" of 1957 in which the federal government subsidized a massive effort at a catch-up educational ballgame. Now that the country has caught up and is in fact ahead in missile technology and space exploration, the federal government is abandoning many of its programs.



Bob Odegard, director of development, and Don Brown, associate director.

Beth Rosenberger pulls a sheet of microfiche from the master file. The small book she holds contains over 150,000 names and addresses of University graduates.



(As an example of the impact of this development, sponsored research funds in the Institute of Technology and the Space Science Center were together down by almost a million dollars in 1971-72 from the previous year.)

The fact that people are heterogeneous in their interests is a kind of built-in safeguard against that kind of thing happening with private support, according to Odegard. "Some people are interested in the arts and humanities. Others might be interested in better business education or medical research. In the long run, the varied interests of various contributors is a healthy thing because it supports the heterogeneity of interests that is essential to the University. It's a kind of countervailing power situation."

"Even if private support were to double or triple, it would still be—at most—maybe only 20% of the budget," Brown added, "and I don't see how that 20%—as diverse as it would be—could influence the University too much."

The effort to broaden the base and increase the amount of private support began some time ago as University President Malcolm Moos and others foresaw some of the fiscal problems higher education is now facing. The University of Minnesota Foundation, created in 1962, has been a major element in this effort, as has been the Development Office, established in 1970 to pull together various ad hoc fund raising efforts into a coordinated program. (Odegard serves both as development director and executive director of the University of Minnesota Foundation.)

The dividends from the past few years of effort are beginning to come in. Last year, gifts and pledges to the Foundation totalled \$3.9 million—up from less than a million dollars the previous year. (This \$3.9 million amounted to over a third of all the gifts received by the Foundation since its start ten years earlier.)

But, according to Brown, who has responsibility for the nuts and bolts work of the development organization, the major accomplishments to date have been primarily organizational. "We have done two very important things. We have begun the maintenance of more complete records on graduates so that we can begin to communicate regularly with more alumni. And second, we have begun to pull together a centralized system of accounting so that we know who gave what and when—that's pretty important to know when talking with potential donors."

This information has been stored on microfiche, small cards of film that can store literally thousands of bits of data. The master file, con-

taining the names and addresses of all known alumni, parents of students currently enrolled, and friends of the University, is a small book that can be easily held in one hand. It boggles the mind to learn that so small a book contains over 150,000 names. Information on those who have given gifts in the past is stored in a similar fashion.

Brown commented, "Having pulled this together—admitting at the same time that it is far from perfect—we are proceeding in a number of ways." Odegard and Brown both stressed that the University has to attempt to attract support by various means. "And the goal is not just to get money but to convince more people that the University is a worthwhile institution—because it is," Brown added.

Odegard and Brown see the first steps in attracting support as simply providing information and building interest. Following that they see additional people becoming more actively involved in University and alumni affairs and ultimately some of them being committed to support the University in some way, even if only to tell a neighbor about some of the good the University is accomplishing.

To contact large numbers, Brown plans direct mail and telephone solicitation programs. Another staff member, James G. Peterson, works on attracting "major" donors (those who can give \$10,000 or more) through the Pillsbury Fellows Program. Brown is also interested in establishing deferred giving programs for those who wish to give part of their estate or establish a trust fund for the University. The Development Office also seeks out "project" gifts in which a donor or donors announce that they are interested in giving money for a specific project such as an art museum. (Mrs. Abby Grey of St. Paul recently indicated that she intended to give the University approximately \$1 million for an art museum.)

With this multi-pronged development effort, the office hopes to be able to continue to build on recent successes and, in President Moos' words in 1969, "provide funds to ensure and enhance our margin of excellence."

Now, in a time of both federal and state educational cutbacks, that has become an even bigger and more important job than it was then. □

(Liberal arts —from page 11)

judgments—once analysis has taken place and the alternative solutions have been developed.

4. The ability to organize materials with respect to specifying problems, developing alternative solutions, selecting conclusions, and so on.

These all may be viewed as skills that are both "abstract" and "concrete," abstract in the sense that they transcend any one type of subject matter and concrete because they have universality of application irrespective of the problem.

But there is another sense in which transferable skills can be defined and discussed, namely with respect to certain categories of subject matter: logic, mathematics, statistics, and the like. These too have a universality of application. If one were to ask which is the "best" preparation for life and for an occupation, the acquisition of skills or of facts, our answer would be: emphatically the former. (One cannot live without a "factual" groundwork; but endless acquisition of facts to the neglect of skills is only the acquisition of a vast collection of what has been characterized as "intellectual garbage." One can always use reference sources to get at the facts; not so the skills.)

Where does all this leave a liberal arts education? Our contention is that, for many positions which require managerial talent or staff expertise, the liberal arts *do* provide an advantageous educational background.

Phrasing all of the above in a different fashion, a basic function of a liberal arts education is to teach its recipients to "think." (This is quite apart from any other values that might accrue from an exposure to the liberal tradition.) Again, without in the least denigrating the "craftsman," his calling is such that, while a high degree of "thinking" skill is required, it tends to become routinized or repetitive.

This is decidedly not the case as respects the kinds of problems faced by those whose responsibility is to adjust or accommodate to changing situations in which new insight, imagination, and response are required. Hence, a particular kind of intellectual flexibility and adaptability is called for. Insofar as the individual is one whose responsibilities call for such characteristics we would contend that a liberal arts background provides an optimal education as respects such challenges.

Who are those faced by ever new challenges? The list is lengthy: Those in various capacities in enterprises of all kinds. Those in the "professions." A legislator. And

so on. Nor should one stop here; the "professions" need to be defined broadly enough to include those who have artistic and creative talents; the visual artist, the composer, the writer. If this can be argued successfully—and we believe it can—then why the common charge that a liberal arts graduate "cannot get a job?"

Three reasons appear.

First, in the recession of 1970-72, jobs were more difficult to find no matter what one's educational background. (Witness the plight of scientists and engineers.) In such periods the liberal arts graduate may find himself in a particularly disadvantageous position. In "normal" times he is frequently hired as a management trainee or in a staff capacity. But these are positions for which hiring tends to be most sharply reduced as the level of economic activity falls. The 1973 job outlook, however, appears much better for the liberal arts graduate.

Second, there appears to be a basic and underlying change in the structure of occupations in the American economy. Recently developed projections of manpower needs for the 1970s suggest that there will be relatively fewer of the kinds of positions for which a college degree—whatever the major—is desirable or necessary. And, conversely, there will be relatively more positions—particularly in the service industries—for which a college education is not "necessary."

It appears to be no accident that enrollments in vocational and technical schools are increasing rapidly but that they are leveling off—or even declining—in four-year institutions. Hence the choice facing the high school graduate is quite different from that of five or ten years ago. A college degree may not be as "important" as it once was in terms of life work. That the life work may be different, does not mean that it will be any the less rewarding economically or occupationally.

Third, the creative artist has no guarantee of success. Fashions change, and what one "learns" as respects creativity and thought is no guarantee that the future will react or respond in the same way as has the past. The genius of a Giuseppe Verdi—and his Aida or his Othello—is no bulwark against contemporary critical views. Nor is, to use but one more example, a Pierre Renoir exempt.

In closing, the liberal arts may not be the answer to all of mankind's ills. But neither are they the occupational hindrance that some have suggested. A liberal arts education can, after all, provide a solid framework for building a career in all kinds of areas. □

## federal, state budgets cause widening concern over funding

by bill huntzicker

Financing higher education has become a different game than it was just a few years ago.

The Nixon Administration's 1974 budget recommendations threaten suspension of a number of federally funded programs, particularly in agriculture, medicine and general research.

At the state level, the Minnesota Legislature no longer automatically increases the number of programs in higher education.

As a result, the University of Minnesota faces financial problems. "We are witnessing the end of an era," University President Malcolm Moos told the faculty-student Senate in January. "The days of relative affluence for universities have come to an end."

Instead of receiving automatic increases in current programs and new money for additional programs, the University can look forward to a period of stability in which state appropriations may just barely keep up with the inflation rate. And, with federal cutbacks, the University will have to reallocate money from existing programs if the federally financed programs are to continue.

"Federal cutbacks continue to affect the University, especially in the area of the health sciences where the Medical School continues to be underfunded by the state," a 1973 Carnegie Commission study said of the University of Minnesota.

The health sciences are affected most by federal cuts because the major federal contributions to the University are through medical and health programs.

The University would lose more than \$8 million in fiscal 1974 under the Nixon Administration budget proposal, according to a study by the Office of Sponsored Programs (OSP) at the University.

"The largest dollar impact will be felt in the Health Sciences with the elimination of the training manpower programs of the National Institutes of Health (NIH)," the report said. "In health related research, there is a major shift away from past programs and toward research on cancer and heart disease," the report continued. "Funds for training health research personnel are down and NIH general research funds show an absolute decline for the first time ever."

Some \$3.9 million will be lost in training funds for students in the medical fields. In addition, federal fellowships for graduate students in health totaling about \$488,000 will be discontinued.

A study by George Robb and Marcia Cushmore, assistants to the vice president for state and federal relations, found that the University would lose nearly \$11.6 million in federal programs if funds which would be lost from phasing out programs were included.

The Agricultural Experiment Station, for example, would lose 25 per cent of its federal research funds, \$428,355. "This translates into 36 full time personnel.

"The Agricultural Extension Service would lose \$100,736, which translates into eight full time personnel and would seriously affect the 4-H Program expansion and the Food and Nutrition Program for low income citizens, both of which have been high on federal priorities in recent years," the Robb-Cushmore study said.

In the College of Biological Sciences, 54 graduate students would lose their federal support along with six post-doctoral researchers. These cuts would result from the slicing of \$394,135 from the federal government's support to the University in such fields as genetics and cell biology, behavioral genetics, biochemistry, vertebrate behavior and ecology.

In the College of Education, the Institute of Child Development would be seriously hurt. The Drug Abuse Education Program, which includes a regional training center for ten states and a national American Indian team based at the University, would be discontinued under the proposed Nixon budget.

The story is the same in most colleges of the University that have been getting federal support: Federal grants for research, service and student aid are being sharply cut or discontinued. In

1971-72, these monies totaled about \$51.5 million, 17.9 per cent of the University's budget.

Nor could the University look to the State to take up the slack in funding—the 1973 Legislature had money problems of its own.

In fact, the Legislature asked the University to cut the equivalent of 75 full-time faculty positions from its budget. After the cut, some 45 positions can be added in the health sciences.

The result is a net reduction of the equivalent of about 30 positions despite an actual increase in the state's appropriation to the University.

"We have no increase in buying power for the coming biennium," according to David Berg, director of University Budget Planning and Information Services. "We didn't have last time and we don't have this time. To the extent we do have some increase, it's in the health sciences."

An appropriation of \$240.3 million was allotted to the University for the 1973-75 biennium, for an increase of about \$34 million (or 16.5 per cent) over the previous two years. In 1971, the increase was about 18 per cent.

"The Legislature looked at workload," Berg said. He said that the Legislature appropriated according to enrollment projections, which have been declining. "The Legislature decided that if there are fewer students there should be fewer teachers."

Moos disagrees with the approach that appropriations should be tied simply to enrollment totals.

"The University of Minnesota has been evolving steadily towards a larger enrollment and emphasis at upper division, professional, graduate and post graduate education," he said. And these are the programs which cost more—a lot more.

How will the University respond to the financial pinch?

In January, a hiring freeze was declared. An all-University review of budgeting priorities was completed last March 15 and all program cuts and hiring are to be based on that budgetary review.

Cuts in the 1973-74 budget will be made in consultation with the Consultative Committee, which is a liaison between the faculty-student Senate and the central administration, according to William G. Shepherd, vice president for academic administration.

Shepherd said that 70 per cent of the 1972-73 budget for the hiring of teaching and research assistants was released, but that

any hiring of teaching assistants above that level will be a decision made at the collegiate level in terms of budget priorities. In the second year of the biennium, Shepherd said, something like the retrenchment and reallocation (R and R) process of two years earlier will be repeated.

Through R and R, departments were asked to give up 6 per cent of their budgets to a fund which was reallocated at the college and all-University levels. The result is that the University, in order to change, has to take the money away from programs that are currently in operation.

The Carnegie Commission reports that this "fragile stability" is common to many of the nation's colleges and universities, but that somewhat more growth is needed to maintain the health of the institutions.

"A curriculum decision raises more than the question whether it is academically good to add a particular new field; in addition, it puts the choice of what other work would have to be abandoned," the study said.

"Although their immediate object is to make ends meet, they [universities] will inevitably work change in academic policy, converting questions of money into questions of purpose," the study reported.

The challenge is to maintain a number of high quality programs throughout the crisis. The long-range result of the current financial picture may be the emergence of a University of Minnesota much different from the one we have known in the past. □



Karla Westberry

(Students — from page 1)

have expected such a high quality faculty in a general admission university."

Brindle spends up to 60 hours a week on campus, working in the music lab, attending classes and practicing on his trombone.

Ms. Garwick is a journalism major and may go into advertising or public relations or special education for the deaf after she graduates. "I want to keep as many doors open for the future as possible," she said. She really enjoys learning and if she has a complaint about her instructors it's that some "are out to challenge you, to show you how little you know, instead of making you want to learn."

Although Morrison is graduating and Ms. Westberry is just starting her college career, the two have very similar "take charge" approaches to getting an education.

Ms. Westberry, a journalism major, says she is often motivated by a desire to "see what it's like." That's why she joined the staff of the Minnesota Daily, is working for a local weekly Black newspaper and is going down South this summer—"to see what it's like." She has no hesitation about approaching her instructors if she has a question and when she found the advisor she'd been assigned was no help she stopped seeing him and chose her own classes.

Chris Garwick



"I've never really talked to any of my instructors until this year," Morrison said. He knew he wanted an engineering degree so he went ahead and got one. Next year he'll enter Law School and then he plans to work as either a corporate or patent lawyer.

During his four years Morrison was part of an unusual number of organizations, including three years in the marching band, three years on the board that oversees student publications on campus and several engineering societies. He said they were a good way to "find out what's going on."

These five students may not be representative of the more than 40,000 students on the University's Twin Cities campus. But their attitudes about campus are, according to a poll conducted recently by the Office of Student Life Studies.

Using a list of about 2 per cent of the student body selected at random by a computer, a professional telephone pollster contacted 507 University students. The questions on the poll dealt primarily with students' satisfaction with the academic side of the University.

Four out of every five students contacted said they were satisfied or even very satisfied with the overall quality of the instruction they're receiving at the University. The poll showed that 67 per cent of the students contacted have been satisfied with most or all of their instructors.

Brindle and Ms. Garwick said they've been satisfied with most and Mrs. Hein said only a few.

The polls also asked several questions to find out how much contact students have with their instructors outside the classroom. Surprisingly, the students who were polled revealed that they have very little contact with their instructors. Surprising, that is, if one assumes that student satisfaction with the faculty might be directly related to the number of instructors they know personally or they've called on for assistance.

The poll asked these questions relating to faculty contact (the response percentages may add up to more or less than 100 per cent because of rounding off):

- With how many faculty members (not including teaching assistants) have you discussed the class you were currently taking from them?

none	16%
one or two	32%
a few (3-5)	28%
several (6-10)	14%
many (over 10)	11%

- With how many faculty members have you discussed non-classroom topics you were concerned about?

none	35%
one or two	34%
a few	19%
several	9%
many	3%

- How many faculty members do you feel you know well enough that you could ask for a recommendation for a job or further education?

0 faculty	26%
1 faculty	15%
2 faculty	17%
3 faculty	14%
4 faculty	9%
5 faculty	8%
6 or more	11%

The students interviewed for this article reflected the same basic responses. None of them have approached more than several faculty members about the class they were taking or with a non-classroom concern.

Ms. Garwick said she sometimes discusses with an instructor the information he's brought up in class but said she never has discussed a non-classroom topic with any of her instructors. "School's like a business in a sense—you can talk about school

with your instructors," she said. "If you go to buy drapes you don't talk about pots and pans with the salesperson."

Morrison, who hadn't really talked with his instructors until this year, said he finds it hard to get to know an instructor if he has him for only one quarter. "I think most professors are receptive to students and it just depends if the student is willing to make the effort," he added.

Ms. Garwick said she knows many students who aren't willing to make the effort. "I know a lot of students who just take the course," she said. "They'll read the book over 10 times rather than ask the professor a question."

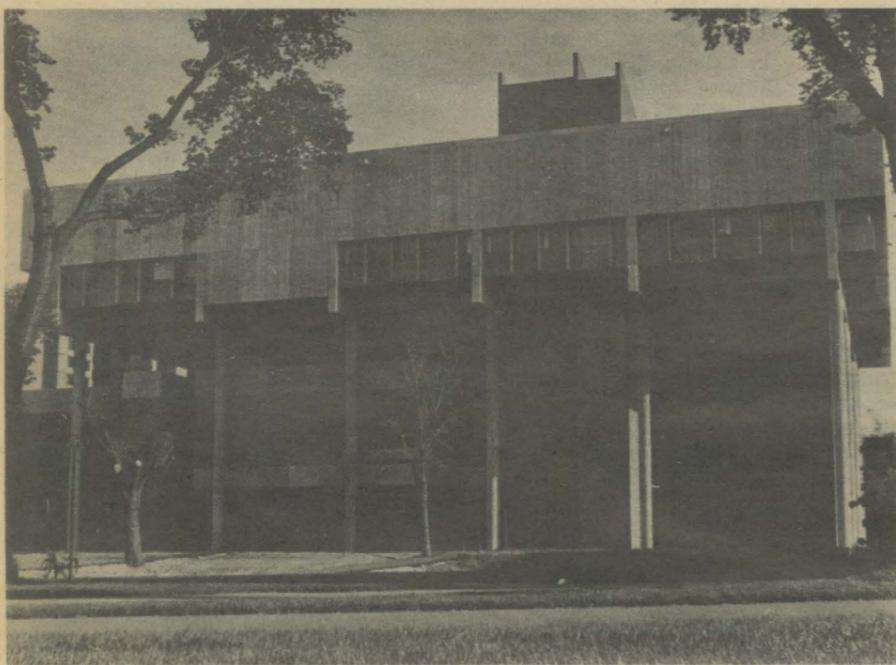
Mrs. Hein said she almost never had approached her instructors outside of class. "For one thing, you can never find them," she said. "For another, I had no inclination—I wasn't having trouble with my classes so I didn't go talk to the instructors."

Brindle said he's approached instructors both with questions about class work and non-classroom topics, such as his career plans. He said he knows four instructors well enough to ask for a recommendation and recently asked his trombone teacher to recommend him for a summer music school.

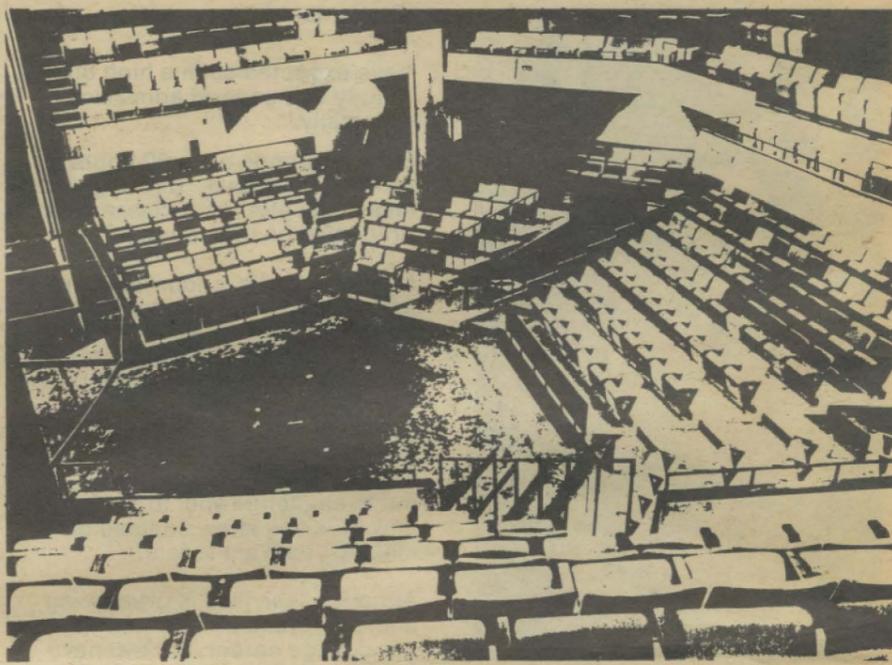
Ms. Westberry said she so far knows only one instructor well enough to ask for a recommendation but "by the time I'm a senior I hope I'll know a lot more."

Morrison said he knew four instructors from his department whom he could ask for a recommendation, Mrs. Hein said she would ask only her freshman English teacher and Ms. Garwick cited seven or eight faculty members. (Ms. Garwick's contacts are unique—she's working as a teaching assistant in a speech class this quarter and knows the professor she's working for and his colleagues fairly well.)

The poll and the five students interviewed paint a picture of a fairly autonomous student body—with not much contact with the faculty but still generally satisfied with the academic side of the University. □



The Rarig Center



The Stoll Theatre, one of four in the new Rarig Center.

**The Departments of Theatre Arts and Speech-Communication, the School of Journalism and Mass Communication, and University Media Resources will all have a new home this summer and next fall in the new Rarig Center, just dedicated June 1.**

The building, designed by Guthrie Theatre architect Ralph Rapson, is located on the Twin Cities campus West Bank and houses radio-television studios, classrooms, offices, and four different kinds of theatres — a thrust, a proscenium, an arena, and a laboratory, or experimental, theatre.

While students in all departments will benefit from the new facilities, the public's contact will come primarily through the offerings of the Department of Theatre Arts. While the department has not yet finalized its program for the fall season, one thing has been decided: the first play produced in the new building will be directed by Frank M Whiting, who provided direction for the University Theatre for many years (the proscenium theatre has been named in his honor). Whiting will direct a production of *King Lear*, scheduled for an opening night of October 25.

Any persons desiring further information about the *Lear* production or other offerings should call or write the Theatre Department ticket office.

**Summer Session Entertainment '73 will consist of ballet, films, Minnesota Orchestra Concerts and a number of jazz, blues and classical groups. There will be no admission charge for any of the events.**

The Mid-States Regional Ballet Festival, presented Saturday, June 23, in Northrop Auditorium, begins the summer dance series with a gala performance by five companies. Appearing Tuesday, July 24, will be the Minnesota Dance Theatre with the Minnesota Orchestra, and the Don Redlich Dance Company of New York will present modern dance Wednesday and Thursday, August 8 and 9. All three presentations are at 8 p.m. in Northrop Auditorium.

"The Classics of D. W. Griffith" film series features pianist Arthur Kleiner playing the original score for three films: "The Birth of a Nation" (1915), June 28; "Broken Blossoms" (1919), July 12; "Intolerance" (1916), July 19. These films will be shown in Northrop Auditorium at 8 p.m.

A series of Minnesota Orchestra concerts on the Northrop Mall begins June 27 at 12:15 p.m. Additional concerts will be presented July 11, July 18, July 25, August 1 and August 8, all at 12:15 p.m. In case of rain Northrop Auditorium will be used.

The popular summer Blues and Jazz series begins June 21 at 8 p.m. on the Northrop Plaza with Lazy Bill Lucas, blues singer and pianist, and Aliza Ngoni with Abadingi. Doc Evans and his Original Dixielanders will play on the Northrop Plaza June 26 at 8 p.m., while an additional jazz and blues concert is scheduled July 5, also at 8 p.m. The Hall Brothers New Orleans Jazz Band will appear July 10 on the Plaza, and Bill Price and his New Yorkers will play August 7. Other jazz and blues concerts are scheduled Thursday, July 26; Thursday, August 2; and Thursday, August 16, all at 8 p.m.

Other events include a demonstration of story theatre techniques conducted by Paul Sills Friday, June 29, at 2:30 p.m. in Scott Hall Auditorium and

the Renaissance ensemble Concertus Musicus in the Architecture Court July 31 at 8 p.m.

**Summer theatre offerings at the University this year will include two plays on the Showboat, three productions in Scott hall and two children's plays in the Peppermint Tent.**

The Showboat season opened May 31, with Shakespeare's "A Midsummer Night's Dream," directed by Frank M Whiting. Whiting will also direct "Stephen Foster," which opens July 12 on the Showboat.

On the summer schedule for Scott hall are "Angel Street," directed by Warren Frost, July 11-14; High School Workshop production, July 25-28; and "La Mandragola," directed by Louis Deszeran, August 15-18.

"The Mirrorman" and "The Hide-And-Seek Odyssey of Madeline Gimple" will be presented in repertory in the Peppermint Tent beginning June 26.

Showboat performances are at 8 p.m. Monday through Friday, 2 p.m. Thursdays and 7 and 10 p.m. Saturdays. There are no Sunday performances. Peppermint Tent performances are at 2:30 p.m. Sunday through Friday. Scott hall performances are at 8 p.m. Tickets can be purchased at Dayton's or at the Scott hall ticket office. Phone 373-2337 for additional information and reservations.

**For the fifth consecutive year, the University will hold its Summer Arts Study Center in a north woods resort setting. Eighteen workshops — most lasting one week — will be offered in all areas of the arts at Quadna Mountain Resort near Grand Rapids.**

An unusual opportunity to combine summer vacation with study, the Study Center is intended for undergraduate and graduate students, as well as those with a general interest in the arts.

From June 18 to August 17, workshops in music, theater, voice and movement, scene design, costuming and makeup, photography, landscape painting, glass blowing, pottery, humanities, and literature will be offered in an open-air setting.

Single and family accommodations are available at Quadna Mountain Resort Lodge, or, for those wishing to combine camping and the arts, campsites are available at nearby Shorwood Campgrounds at Hill City.

The two-month session is sponsored by Continuing Education and Extension and the Grand Rapids Performing Arts Council. For more information, contact Dale Huffington, Summer Arts Study Center, University of Minnesota, 320 Westbrook Hall, Minneapolis, Minn. 55455.

**Gopher football tickets went on sale June 1. The price is \$7 for a single game ticket and \$42 for a season ticket.**

The six home games will be Sept. 22 against North Dakota, Oct. 6 against Nebraska, Oct. 13 against Indiana, Oct. 27 against Michigan (Homecoming), Nov. 10 against Purdue, and Nov. 24 against Wisconsin.

Ticket applications will be sent to anyone who requests them by writing to the Athletic Ticket Office, Bierman Field Athletic Building, University of Minnesota, Minneapolis, Minn. 55455, or by calling (612) 373-3181. Applications have already been mailed to those who held season tickets last year.

Sale of basketball and hockey tickets will open in October.

# update

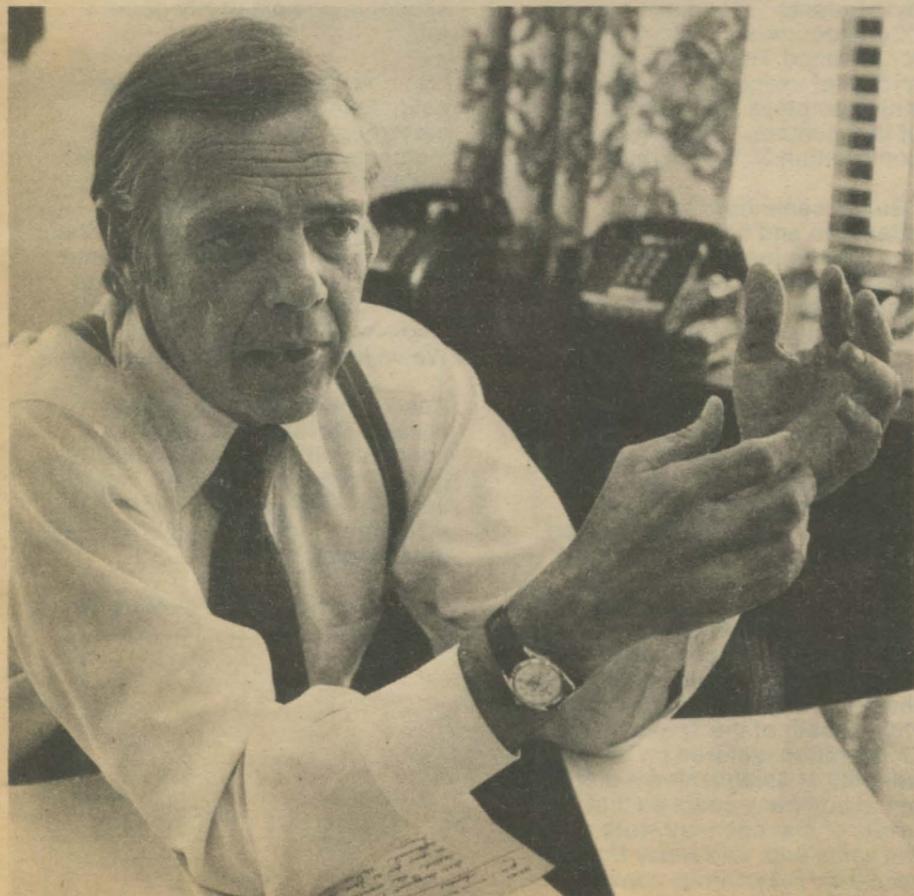
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Wheelock Whitney, "dropout" extraordinaire, shoeless and casual, talks about the College of Business Administration course he coordinated.

## students and businessmen face to face: narrowing the gap

At a time when business gets the blame for practically everything from global pollution and excess profits to skyrocketing grocery prices, it is not surprising that business students and the business "establishment" should drift apart.

Many students in business tend to be a little leary of traditional business. Many are more aware of social problems, more intent on making their studies relevant to more than just making money.

Businessmen, in turn, can understandably entertain some strange notions about how the new crop of business students is being trained.

Teachers in the College of Business Administration have long been aware of the problem of communication, but it was not until this year that steps were taken to bring the two groups together.

The course is called Management 5-101, ADVANCED TOPICS OF MANAGEMENT; MANAGEMENT'S PERSPECTIVE. It was designed and organized by two professors in the Department of Management and Transportation, Richard Gaumnitz and Albert Wickesberg, and one member of the business community, Wheelock Whitney.

"Mr. Whitney was really the catalyst behind the whole thing," Wickesberg said. "We at the College would ordinarily be reluctant to pick up the phone and dial, say, Rudy Boschwitz, and ask him over to meet with us."

"But Whitney, being a businessman himself, had no trouble enlisting their cooperation. He opened all the doors, built all the bridges between the academic and the business communities."

Whitney, who maintains his executive office with Dain, Kallman & Quail even though he thinks of himself as a "dropout," has been involved in many civic and academic projects besides. Last



Whitney

year he taught at St. Cloud State College and has received invitations since then to teach at practically every other school in the state. This year he is volunteer campaign chairman for the United Way in Minneapolis.

"I got the idea early last fall," he says, when Dean Williams suggested ways of increasing the business school's credibility with the business community.

"I asked why couldn't we invite businessmen right into the classroom? I knew very few top executives who would turn such an invitation down. The funny thing is that no one ever asks them. People always invite them to luncheons, or ask them for money, endorsement, or support. But I knew for a fact that they'd like to share more of themselves, more of their knowledge.

"I also felt that businessmen were worried about a lot of the attitudes and resentments students have for business. I mean the idea of their being just greedy, cash-register, unfeeling people. I know that, wherever possible, they'd like to dispel that notion.

"Even though these are guys who earn \$200,000 or so per year, even though their worlds and the students' worlds are pretty darn far apart, I think the students realized that these guys are human beings. They've got problems, they've got worries, they've got ambitions, they've got anger, they've got a sense of humor—they're human beings, not wicked symbols of capitalist suppression of the masses."

The course was first offered last spring, and proved so successful that it will be offered again in the fall. Whitney contacted 20 of the area's top businessmen, presidents, chief executive officers, and board chairmen to come speak with students in an informal atmosphere. Whitney prepared the students for each speaker, and afterwards led the discussion.

The two teachers had as their main responsibilities the work of structuring the material discussed, maintaining an academic continuity from speaker to speaker, and arranging logistics.

Professor Gaumnitz spoke of the

interaction between the two groups.

"The businessmen were pleased and, I suspect, a bit surprised at the intelligence of the students' questions, and no doubt relieved that they weren't some bunch of insane hippies. The students were in turn impressed by the frankness exhibited by the businessmen.

"In the 20 sessions, maybe 700 questions were asked of the visitors. Of that number, there was only one which I thought was rude, and one other which was downright stupid. To my mind the program was an unqualified success. It ought to stand up to some very close scrutiny."

The guest list included many names familiar to the University, like Rudy Boschwitz, Elmer Andersen, and Stephen Keating of Honeywell. Possibly more significant, however, were the names of men who were not familiar to students, the men the program was really designed for, who hadn't been heard from. Among them were Jim McFarland of General Mills, Fred Seed of Cargill, Donald Nyrop of Northwest Airlines, and Harry Heltzer of 3M.

Mr. Nyrop, for instance, was greatly impressed with the "quality of students there. I was really surprised that they knew all about debt equity ratios. These people must be hitting the books, because they know what the hell they're doing."

"It was quite an opportunity for the students," Gaumnitz said. "Consider meeting Harry Heltzer, for instance. Heltzer is chairman and chief executive officer of 3M, which employs 100,000 people. Out of that number, maybe 500 ever come within 30 feet of him.

"But he came here for an afternoon and one student asked him how he justified a salary of \$340,000 from a business standpoint. That kind of frankness doesn't happen often."

"Keep in mind," Wickesberg added, "that some of these men have been out of school for 15 to 20 years. Now they know they have a place they can come to where they can fit right in and be warmly welcomed, as indeed they were."

The topics were open to the businessmen. Elmer Andersen of H. B. Fuller Corporation spoke on his philosophy of management and on the necessity of supplying service. Dale Olseth of the Tonka Corporation lectured on the benefits of establishing a uniform set of company goals so that all levels of management work toward the same end, and Harry Heltzer spoke on the contributions of business to the country.

"If some of the visitors were uncomfortable in a lecture situation, they came to life in the discussion period," Wickesberg said. "We had a rule that we'd quit at 4:30. We violated that rule without a single exception. Often 5:00 would roll around and the students would still be firing questions."

How did students react? Professors Wickesberg and Gaumnitz took a standard class survey at the completion of the course. Nineteen out of the 28 who filled out the questionnaire regarded the class as "one of the one or two best classes I've ever taken." Of the 28 responding, 21 recommended it as "of tremendous educational value. Don't miss it!"

"Some of these guys really turned the students on," Wickesberg said. "We got to know them not just as financially skilled men but as real people.

"The businessmen struck most of the students as being very modest, attributing a lot of their success to simple luck. Several of them impressed us with their emphasis on risk-taking in decisions. These things added weight to my feeling that the course was an unqualified success. We all have high hopes for the continuation of the visitors' program this fall."

"I know I enjoyed myself," said Stephen Keating, president of Honeywell. "The students were enthusiastic and articulate. I came away with the feeling that the school is doing a pretty good job."

"Some of these men," Whitney said, "had never spoken in a classroom. Harry Heltzer, for instance, or Fred Seed. Fred was about as nervous-looking a man as I ever saw. And yet he was wonderful, just marvelous. All the speakers were. I want to continue this class as long as we can find qualified, sophisticated students who—well, I'll leave it right there. We've just scratched the surface."

Seed echoed Whitney, saying, "It's always interesting to come in contact with inquiring minds. They asked probing, intelligent questions, some of which got me thinking. It was gratifying, you know. We need these young people."

—Mike Finley

## President Moos to retire

President Malcolm Moos announced plans at the August meeting of the Board of Regents to retire, effective August 1, 1975. "I would like to retire ... with contemplations of a year's sabbatical following that date," Moos said. Moos, who has been President of the University since 1967, has not had a sabbatical since he entered the academic profession in 1946. He said that the Regents should continue to assert their leadership and that they had the "supreme prerogative" to remove him at any time.

Remarking that he did not believe in term contracts, he said that "the University is best served by having executives appointed on a month-by-month, week-by-week basis as the Regents make an evaluation of performance in shifting conditions." The Board of Regents, in accepting Moos' resignation, thanked him for the two-year advance notice, which gives them ample time to seek a new president.

Board Chairman Elmer Andersen said that Moos' six years as president have been good ones and that "with the team we've put together this morning we have every indication that the next two years will be the best."

At the same Regents meeting, the Board appointed Stanley B. Kegler, who has acted as a special assistant to the president, to the post of vice president for administration.

In addition, Harold Chase, who will become acting vice president for academic administration in September, was named by the Regents to replace Kegler as president pro tem in President Moos' absence. Moos had appointed Chase as a temporary successor to William G. Shepherd, who announced his resignation in May after ten years in that position. Meanwhile, a search committee will seek someone to fill the position on a permanent basis.

## Chase named acting VP

Political Science Professor Harold W. Chase was named acting vice president for academic administration by President Moos in July to succeed William G. Shepherd on September 1. He will serve for the 1973-74 academic year until a permanent vice president is appointed.

## Sorauf new CLA dean

Frank J. Sorauf, professor of political science and former department chairman, was named to replace E. W. Ziebarth as Dean of the University College of Liberal Arts by the Board of Regents at their August meeting. Sorauf, current president of the Midwest Political Science Association and a winner of the Atherton Prize of the American Political Science Association, has been active in recent years with the University and Faculty Senates and the University College Governing Council.

## Conference on the Presidency

Malcolm Moos announced plans in July to host a conference on the American presidency at the University in October. (Moos was an advisor to President Eisenhower.) In his announcement Moos described an institutional crisis relating to both the federal government and the nation's universities. He said the desire to take away power from the president is strong enough to be called an "anti-leadership syndrome".

Among the participants in the conference will be McGeorge Bundy and George Reedy, advisors to President Johnson; James D. Barber, of Duke University; Louis Koenig of New York University; Richard E. Neustadt of Harvard University and a consultant to President Kennedy; and Francis E. Rourke of Johns Hopkins University, co-author with President Moos of *The Campus and the State*.

## Regents approve tuition hike

Students are paying more tuition this fall than they paid in 1972-73, an average of 11.5 percent more. Actual increases range from 8 to 69 percent. The largest percentage increase is for students in professions, including a 69 percent increase for resident students in veterinary medicine, whose tuition has been hiked from \$258 to \$435 per quarter. Tuition for resident students in medicine has been raised from \$278 to \$435 per quarter. Tuition increased for resident students at the technical schools at Crookston and Waseca from \$135 to \$155 per quarter. Resident students in the College of Liberal Arts received the smallest increase, from \$168 to \$182 per quarter. Students in General College, the Duluth dental hygiene program, and undergraduate programs at the Duluth and Morris campuses also received the minimal 8 percent increase.

## Legislative appropriations

The 1973 Legislature appropriated \$240.3 million for the University's operating expenses during the 1973-75 biennium. This represented a \$34.2 million (or 16.5 percent) increase over the 1971-73 appropriation.

With the exception of the health sciences, most of the increase will be absorbed by increases in salaries, benefits, price levels, and operating costs for new buildings.

In the health sciences, funds were provided for 45 new faculty positions and additional civil service positions. Funds were also approved for the construction of the new Unit B/C of the health sciences complex.

Salary increases for civil service staff went into effect July 1. Retirement benefits for civil service employees were substantially increased and improved. Faculty salaries were increased 5.1 percent for 1973-74 and 5 percent for 1974-75.

## Legislature probes faculty consultantships

State Senator Nicholas Coleman is investigating whether extra-University consultantships held by faculty members interfere with their teaching responsibilities. Thus far seven professors are being investigated. Two faculty groups, the University of Minnesota Federation of Teachers (UMFT) and the American Association of University Professors (AAUP), have protested the investigations as a violation of academic freedom.

## Reciprocity agreement

A reciprocity agreement has been approved between Minnesota and Wisconsin by the Higher Education Coordinating Commission. The agreement permits students to attend college in either state and pay resident tuition.

## Drinking allowed in dormitories

Drinking will be allowed in University dormitories for the first time this fall, although specific guidelines governing it are not yet drawn up.

The policy allowing the use of alcoholic beverages in residence halls was approved at the regular full board meeting of the Regents in August. It applies to all campuses and will be in effect until a broader policy concerning drinking on campus can be developed.

The Regents are beginning deliberations on the broader issue. The policy allows drinking in private rooms and clearly defines lounge areas in dorms. It says that non-drinkers must be protected and that there must be safeguards to protect persons and property. A provision of the policy requiring that applicable laws be complied with means that only students 18 or over may drink in the dorms.

## Dual bargaining system gets OK

A dual unit bargaining configuration was approved at the August meeting of the Regents' Committee on Faculty, Staff, and Public Relationships. The dual unit collective bargaining system includes representation of all campuses of the University system. The configuration in its present design allows for problems which arise on the college or campus level to be resolved at that level. Neither of the two bargaining groups—the American Association of University Professors (AAUP) or University of Minnesota Federation of Teachers (UMFT)—is completely satisfied with the arrangement and both will continue to seek to be sole collective bargaining agents among University faculty members. The dual unit bargaining configuration provides the University with a basis for faculty negotiations which may later be narrowed down.

## Regents adopt conflict of interest policy

A conflict of interest policy adopted by the Regents in July calls on members of the board to disclose assets and liabilities in excess of \$10,000 and prohibits them from having a "substantial financial interest" in the sale of goods or services to the University.

# update

Volume 1 Number 2

Update will be published once quarterly in spring, summer, fall, and winter by the Department of University Relations, S-68 Morrill Hall, University of Minnesota. David Peterson, editor, this issue. Copies are sent free of charge to parents of students, alumni, and other friends of the University.

Second class postage permit applied for at Minneapolis. Permit pending.

# bob zins: portrait of the artist as an ex-con

Bob Zins looks like a student, dresses like a student, and acts like a student. He has relatively long hair and a beard—styles many students have taken up.

As a matter of fact, Bob Zins is a student. And like everyone else he worries about his grades and about getting money to pay his tuition next quarter.

But there's one important difference between Zins and most other students: Zins is an ex-con, or "ex-offender" to use the more polite term. He is one of a number of students brought to the University from penal institutions under a special experimental program called Project Newgate.

Newgate has been funded by the Governor's Crime Commission through the University's Office of Delinquency Control. Its objective is simple enough: to take selected offenders and start them out on a program of college studies and group therapy using peer group influences to redirect their behavior toward more constructive patterns—as a social scientist might put it. Or, as a Newgate participant might put it, if another guy is goofing off you all tell him to cool it.

The program and the college education (through General College) then continue after the student's release from prison. The hoped-for objective: new lives for those involved.

Glenn Bartoo, one of the University people involved in the project, emphasized several points in talking about it. First, Newgate hasn't gone after the easiest men to reform. In fact, it has intentionally selected some who would not be likely to "make it" in society without a program like Newgate. The project directors also, however, selected convicts who had the intellectual capacity to be successful at college.

As for the program costs, Bartoo said, "It's impossible to know exactly how much it costs in dollars per man. But we do know it costs society less dollars than having these men confined and then released to be repeaters." And if you count human costs, Newgate appears to be a very big bargain. (Newgate boasts a 70-80 percent success rate thus far.)

Zins is a good case in point. He has done an excellent job of adjusting. Officially out of the program for some time now, he has become a counselor at Newgate House (the old fraternity house where all newly released participants must live), and is well on his way to completing his degree in art education.

Anyone not aware of his



Bob Zins: the face and hands tell part of the story.

Opposite page: Zins at work on rock sculpture.



background would never notice Zins in a crowd of students: he blends like a chameleon.

The only thing a bit different about him is the tattoo on his left hand—a cobweb. It may be the sole remnant of wilder days of motorcycles and rock bands and minor brushes with the law—like a fist fight in St. Paul that brought the police once.

Or the big one, the one that sent him off to the “joint” (St. Cloud) for three years. Zins was chaperoning a party, had some trouble with another youth, and told him to leave. When he refused, the ensuing events resulted in Zins being charged with assault. He was convicted and sentenced to up to five years.

It was during his years at St. Cloud that Zins began to work at art and also began to think about what he was going to do with his life. He started out doing small carvings out of scraps from the wood shop, materials that were secretly supplied by a friend who worked there. He had no real carving tools so he used a razor to do the carving.

Later on Zins became involved in Newgate. He took a course in math offered through the University’s Continuing Education and Extension program and found he did okay. “It has never been a good subject for me, but I found I was able to understand it easily and explain it to others. I liked doing that and when a friend suggested that maybe I should be a teacher I started to think seriously about doing it.”

Art had interested Zins for a long time although he had managed to get kicked out of high school art class. “I always felt I could do good art,” he explained, “but I never liked it in school. You were always so restricted, you had to draw a *blue* sky, a *green* tree, and a *red* apple.” It may well be that art, which often involves the unconventional, was a natural for Zins, who often seemed to be in revolt against convention.

At the University Zins has pursued his combined interest in education and art and is now between his junior and senior year in art education. He paints extensively and recently had a one man showing of his work at the Cafe Extempore on the West Bank. He has also become involved in after-school art programs for grade school kids in Southeast Minneapolis to get some experience before doing his regular practice teaching.

Zins found the after-school program much to his liking. He allowed kids to use their imagination and “play around” with

different media techniques. “We also talked a lot. It gave them a chance to work out some of the problems they were having at home or school or with other kids. Then at the end of the session we would vote on what we wanted to do the next week.”

Seeing Zins move so sensitively and gently around his group of third graders seems testimony enough that the Newgate program *is working* and that it is well worth the effort.

Zins’ latest project in sculpture provides a strange and symbolic witness to the importance of the program. He has located a large rock in a field near his home and plans to carve it into a sculpture. And one cannot help thinking that were it not for Newgate he might have been pounding rocks into small chunks, not sculpture, as has been the traditional fate of some given sentences of “hard labor.”

The contrast between producing broken chunks of rock or a sculpture more or less dramatizes the continuing conflict between those who want penal systems to penalize and those who think they should rehabilitate.

But not everyone is convinced—about the program or about Bob Zins’ own rehabilitation.

He has returned to St. Cloud this summer not as a convict but as a teacher. He is teaching a general art course (both studio work and art history) to a group of 12 Newgate participants who are still in prison. But some guards view him with suspicion, and recently when he had his class out in the court for a sketching session he looked up to find two guards with drawn guns pointed at the group—in spite of the fact that he had received official clearance to have them there.

But prospects of long-range discrimination bother him more. When Zins came to review this article he said that he had trouble sleeping the night before. “It’s not just the article,” he said. “There were other things bothering me too. But I was worrying about how this would look.” He noted that both the students and the faculty in art education were generally unaware of his special background and worried whether they would accept him if they were.

He also wondered about teaching jobs next spring when he graduates: “You know,” he said, “there’s never been an ex-felon hired as a teacher in Minnesota—in fact there’s only been six or so in the whole country. Well, I was kinda hoping I might be the first.”

Well, here’s hoping too.



Zins: “kinda hoping”

## hale and hearty senior citizens excited by new courses;

'neither sleet nor rain nor snow' keeps them from appointed class

The average college student is usually young, a high school graduate, has plans for a career and is unencumbered by home and family responsibilities. He brings to college with him all the knowledge he has found in books and the experiences of his youth.

There is another very "un-average" group of students at the University. These people are past retirement age, many have no more than an eighth-grade education and many are grandparents. And they bring with them to college all the knowledge and experiences of a lifetime.

They are participants in the University's program of continuing education for retired people, a fledgling program now struggling to let the older citizens of the state know that pinocle and knitting are not the only educational opportunities open to them.

The program was launched during the fall quarter of 1972 with two classes—communication and writing for publication—and a handful of students. But that small group demonstrated the potential of the program. There were 12 students in the writing class and all 12 were published, two in national magazines.

The program's directors decided to postpone more classes until the spring quarter, feeling that the winter would pose too great a hardship for the older people. "We had an uprising on our hands," said Celeste Raspanti, assistant director for continuing education in the arts. The students in the communication class were incensed that their class was not going to continue and so they took action.

They circulated a petition stating that "inclement weather is not a handicap or threat as most of us have bucked Minnesota weather for many, many years and much prefer getting out into the elements than staying put, developing shallow breathing, deteriorating muscles and most important, rusty minds."

"They even planned to stage a demonstration 'like Morrill Hall has never seen' if they couldn't continue their class," Ms. Raspanti said. And so the class continued.

During spring quarter, six classes were offered and enrollment jumped to 74. Sixteen classes are planned for fall quarter and it is hoped that even more senior citizens will take advantage of the program, according to Ms. Raspanti.

"We are trying to touch an area that so far has not been served by anyone," she said. "We know

there's a large group of people out there who have the best recommendation for education that there is—leisure time.

"When the present senior citizen was a young person, 30 to 60 years ago, college was not an expectation for them. Most of them had to work to eat," she said. "Many of them now long to take courses in literature, art or history and to be with people that they can have intelligent discussions with."

So far the courses have been held at MacPhail Center in downtown Minneapolis because of its central location and easy access. Fees for the courses are minimal to coincide with the small budgets of those on pensions and social security.

All courses are held during weekdays when senior citizens may take advantage of free bus service. The usual length of each course is eight weeks "but we try to remain very flexible and classes have run longer simply because the students weren't quite ready to quit yet," Ms. Raspanti said.

Often, stimulating discussions run long past the end of the period but that's no problem. "On campus we couldn't do that," she said, because a class would be scheduled in the same room for the following hour.

Spring quarter students had six classes to choose from: writing for publication, communication, popular history of the American people, piano, French or Spanish conversation. Students in the history class were encouraged to share their own personal histories with their classmates.

In the first two sessions, the topic was "where the people of America came from, when and why." One woman told the class that she was born in Latvia. Others told family stories of how their parents or grandparents had immigrated to this country.

Theories of assimilation were considered for the rest of the course. The teacher, Betty Ann Burch, drew material from several disciplines—history, literature, sociology and psychology. "That's what made it so fascinating," one of the students said.

During a discussion on discrimination, Ruth Ostercamp told of her school days when, because she was a "country kid," she was discriminated against. "That's why I just hate discrimination," she said. "Young people these days have some good ideas."

"Even some of the hippies do," added Modeena Brodin, a 75-year-old student.

The senior students are motivated to sign up for classes for different reasons. "We want stimulation so we don't go stagnant," Karen Muller said.

"We get different ideas than we'd pick up on our own," Ada Rowell said.

Louise Walner said, "It's the interaction of a class that I like. I'm a great reader, but this is different."

Prospective fall quarter students will have the opportunity to sign up for courses in communication, reading for pleasure, Spanish, beginning and intermediate French, German, theatre in the Twin Cities, musical culture, recorder, piano, popular history of the American people, painting, politics and politicians today, a bicentennial study of American history, consumerism and writing for publication.

"Our biggest problem now is getting the word out to the people who need to know," Ms. Raspanti said. "We know the interest could be tremendous but it's difficult to let people know."

After an editorial praising the program appeared in a local newspaper recently, the program office's phone lines were jammed. "We had 20 phone calls before 9 a.m.," Ms. Raspanti said, "and by the end of the day 85 older citizens had called to find out how they could be a part of the program."

The director of a St. Paul senior citizen's center also called in response to the editorial wanting to know why something wasn't being done for the older residents of St. Paul. He promised Ms. Raspanti that if the program was expanded to St. Paul, he would find a place for her to hold the classes.

"We would like to expand our operations to include the people in outstate Minnesota," she said. "Technology has changed the role of the older person in rural communities too."

If the program engenders enough support, it may receive funding from the University. At present, according to Ms. Raspanti, it must remain self-supporting.

"Right now, our older people are our forgotten people," she said. "Who knows, maybe 25 years from now we won't need such a program."

"Intelligent people who never had a chance to go to school—that's what we're all about."

—Liz Petrangelo



Egners: not together too often these days



Floyd at work.



Marilynn looking pensive

## the egners: he's the daily's editor; she's his boss

Floyd and Marilynn Egner have some pretty wild games of canasta—when they can find the time. And when they do they keep score under the headings “editor” and “publisher.”

Floyd's the editor of the *Minnesota Daily*—one of the largest-circulation student newspapers in the country. And Marilynn is his publisher, as president of the Board of Student Publications.

During the next year he'll be dealing with a budget of something like \$750,000 and a staff of up to 300 students.

Marilynn, in her second term as president of the board, will preside over 20 other members and a budget near \$140,000.

Floyd has the edge on budget and staff size, but the board Marilynn heads has the power to hire the editor—and to fire him.

Except for their canasta rivalry, the two accept their roles with a quiet confidence and seem to see nothing unusual about a married couple holding two of the most powerful—and time-consuming—student jobs on campus.

“But I shocked my mom when I told her I have ultimate power over Floyd,” Marilynn laughed. “I don't think she can conceive of how a wife could do that to her husband, or would even want to.”

There was a time last spring when both Egners did have major doubts about assuming their present roles. And so did members of the organizations they're now heading.

For one thing, Floyd didn't want the job of *Daily* editor. He was graduating and had some plans, none of which included being editor of the *Daily* for a year. He decided to seek the job only after it appeared that there were no qualified candidates for the job and friends and people he respects in the School of Journalism began urging him to run.

For another, Marilynn was reaching the end of her first term as board president and wanted to run for a second.

An added complication was the potential for conflict of interest. The board was discussing that issue and Marilynn knew that *Daily* staffers were wondering how much cooperation they could expect from her if they were having editor problems.

“There were so many ifs during that period,” Marilynn said. “It's a big job to be *Daily* editor, and a

full-time one. The personal considerations were that we'd have almost totally opposite schedules.”

With another year to go before she gets her combined degree in journalism and urban studies, Marilynn would be in classes all day. If Floyd were going to be editor, he could plan on working six days a week, usually from noon to past midnight.

For two young people who are used to being together a great deal, that consideration was a real hurdle.

But once the Egners made up their minds and entered the fray, things went more smoothly.

“I told the board right away that my marriage would not be a major issue. It wouldn't have anything to do with my philosophy of news coverage or my managerial abilities,” Floyd said.

“I couldn't believe it,” Marilynn said, after the board picked Floyd as editor and re-elected her for a second term.

“I have to hand it to them—they were wide open to attacks,” she said. “People could have started calling the paper the ‘Egner Daily Journal’ or brought up conflict of interest.”

Marilynn already sees a positive side to their dual roles. *Daily* staff members feel free to approach either her or Floyd with questions or problems.

“I think the *Daily* staff now knows a lot more about the board and the board knows a lot more about the *Daily*,” she said.

And Floyd has gotten over some of his qualms about the job. “It's a challenge and I'm thoroughly enjoying it. This has convinced me again that journalism is where I want to be.”

The Egners share similar interests and goals, even though their relationship appears to include more than a few contrasts: she was born and raised in Minneapolis, he's from a small town farm background. She's vivacious and ebullient, he tends to be more quiet and reflective. Marilynn seems the type to take the bull by the horns and charge into things, while Floyd has a tendency to back into things and then become fascinated by them.

Neither has big plans to set the world on fire as heads of their separate organizations. A big word to both of them is stability. Both want to establish a sense of direction to leave behind them.

“I don't plan to turn the *Daily* around,” Floyd said. “It's been

turned around so much in the past years that it's dizzy. It needs to settle down.”

Instead, he plans to concentrate on some long-range goals and follow up on some projects that were begun last year. One of his biggest goals is to get the *Daily* working on a budget figured on an annual basis so that the size of the newspaper is not strictly determined by how many ads are sold each day. He wants the *Daily* to reflect how much news there is instead of the effectiveness of his ad salesmen.

He also wants to see the *Daily* do some major investigative pieces in the year to come.

Marilynn was a *Daily* reporter, assigned to cover the board, when she decided to run for a seat.

“I saw basic things wrong with the process—the board didn't know much about what was going on at the *Daily* and the *Daily* didn't know much about how the board worked. I was determined that someone on the board would know how they both worked,” she said.

Marilynn wants to help the board establish a method for dealing with issues.

“One of our major powers is authorizing new publications, yet we don't have a policy on what kinds of publications we'll authorize,” she said.

She also thinks the board should take a closer look at its responsibility to the student body, which provides its budget.

She thinks it's a conflict of interest for her husband—or any *Daily* editor—to hold a vote on the board, and when the constitution is revised later this fall Floyd will lose his vote, she said.

Looking ahead, Marilynn said she could see only one area where it might be a direct conflict for her to be board president and Floyd *Daily* editor. In the coming year the board will be discussing the idea of putting aside several thousand dollars to give to the *Daily* editor at the end of his term.

“It's supposed to be a compensation for all the time he lost academically,” she said. “I think it's a good idea and it would encourage people to run, but I won't pick a side.”

When the upcoming frenetic year is over the Egners are looking forward to applying to the Peace Corps. Both have a feeling of wanting to do something worthwhile and helpful. (Egners: to page 15)

## researcher, using biofeedback, probes "involuntary" body functions

One of the basic assumptions of medicine and psychology over the years is that there are some things a person can do, like holding his breath or flexing a muscle, and other things a person has no control over, like heartbeat, body temperature, or the flow of blood through the body.

For the past five years, however, scientists like Dr. Alan Roberts of the Department of Physical Medicine and Rehabilitation have helped to shelve this myth along with the Ptolemaic picture of the cosmos and the flat-earth theory.

Dr. Roberts' findings from his experiments with controlling skin temperature and blood flow indicate very strongly that many people can voluntarily control bodily functions that have traditionally been considered autonomic, or involuntary.

Dr. Roberts' technique uses a combination of the old and the new: the kind of operant conditioning developed by B. F. Skinner and bio-feedback, a recently developed tool that has attained great popularity in a variety of applications by psychologists and medical practitioners alike.

"One application of our studies is in the area of circulatory disorders," Roberts said. "Raynaud's disease, for instance, is a disorder of the circulatory system which causes capillaries in the hands and fingers to constrict, cutting off blood flow and causing a sensation of coldness. Left alone, it can lead to gangrene.

"Our technique may help people to voluntarily encourage blood flow to the fingers and ease the symptoms."

The basic idea behind the use of bio-feedback is that, by using electronic instruments such as the electroencephalograph (or EEG, which measures brainwaves), or the electromyograph (or EMG, which detects changes in muscle activity), or the polygraph (an all-purpose device that records heartbeat, blood flow, and respiratory changes), the patient can be made aware of body functions that he could not detect with his senses alone.

Dr. Roberts, in his experiments, uses the polygraph to record skin temperature changes in the hands. His tests prove that a person can "tune in" to his skin temperature and then consciously alter the peripheral blood flow.

"Some doctors think that increased blood flow to the joints may help those afflicted with arthritis. If that's the case, then bio-feedback conditioning may be very helpful in treating this problem."

Roberts received his professional training at the University of Denver and the University of Minnesota Medical School. He performed some of his experiments when he was a visiting professor at Stanford University, along with Donald G. Kewman and Hugh MacDonald of Stanford. Roberts is an expert on behavior modification and hypnotherapy, as well as bio-feedback training.

Besides his work in bio-feedback, he teaches descriptive psychopathology to graduate students in clinical psychology and psychiatric residents. He also conducts two seminars on hypnosis.

Roberts' most recent experiments do not use hypnosis, as some of his earlier ones did, but rely instead on bio-feedback, which he says has proven much more effective.

While controls and variables change from experiment to experiment, most experiments involve a number of subjects, screened and pre-tested to insure a range in personality traits, and a wide array of electronic equipment, including the polygraph and a set of stereo headphones.

The subject dons the headphones and attaches thermistors (heat detection electrodes) to his right and left hands. The object is to raise the temperature of one hand while lowering the temperature of the other.

"This is a very complex task to perform," says Roberts. "You can ask a person to increase his heartbeat and he might run up and down several flights of stairs, and come back with his heart pounding. But have him perform something like that while sitting in a chair—that's a very different thing."

Sitting perfectly still in a temperature-controlled room, Roberts' subjects learn how they are performing through the headphones, which emit a steady tone that increases in frequency

and moves from ear to ear as the hands change temperature.

If the feedback alone is not enough incentive, subjects are paid for their rate of improvement, up to a maximum of three dollars per session.

"If people can learn to control blood flow throughout their bodies, perhaps our kind of training can help patients afflicted with bedsores," Roberts said.

"Bedsores are a very serious problem in hospitals. In medical and social terms as well as financial ones, they are terribly expensive, and no laughing matter.

"They occur when a part of the body is pressed against an object for too long, cutting off blood flow to that part. Deep, open sores often develop, and they can spread to the bone and lead to osteomyelitis.

"This is a great problem with paraplegics, because they can't always feel what's happening to them. Our training may be a big help."

Dr. Roberts also is involved with the new University Hospitals pain behavior modification program, which helps people in severe pain adjust to an active life in spite of the pain.

"It's a funny thing," he said. "People in the medical profession have as their main work the job of alleviating human pain. And yet alleviating pain may be the one thing we know least about.

"Every year we go to these conferences and talk about pain. We say there's a physiology of pain and an anatomy of pain, but all this really doesn't have much to do with the person's feeling of pain. There isn't any way you can abstract what he's feeling."

The pain behavior modification program is designed to help patients in great pain learn to live with it and to increase their activities to a normal level.

"We start out with easy exercises," said Roberts, "and gradually work them up to what they're capable of doing. The important thing is that we don't encourage certain pain behavior. If a patient is complaining, or moaning, or making faces, we ignore him. And if he's not complaining, we reinforce that behavior, and encourage it.

"This program doesn't end in the hospital. We work with the patient's family and train them to ignore pain behavior and to reward non-pain behavior, so the patient doesn't slip back into his old ways and manipulate others by getting their pity."

Roberts emphasized that pain is still a mystery to people in the medical profession.

"We do know that there are different sensitivities to pain. One person can tolerate so much of it, another simply can't take it.

"But when you ask what real pain is, whether someone may be overreacting or deluding himself, that really doesn't matter. Pain is pain, whether it's real or 'imagined.' It hurts."

"Pain is my thing," Roberts says, "if you want to put it that way," but his work in bio-feedback is also attracting attention. One of his studies is available in the current issue of *The Journal of Abnormal Psychology*.

"Bio-feedback has to be kept in some kind of perspective," he says. "There have been wonderful reports about it being a breakthrough in the treatments for asthma, epilepsy, tension headaches, torticollis spasms, hyperkinesia, and other functional disorders, but by and large, there is little strong evidence of any solid application in most of these studies.

"One reason for this, I suspect, is that it just doesn't work for most people. Most of our outstanding successes have occurred with a few really good subjects, one or two out of every twenty we study.

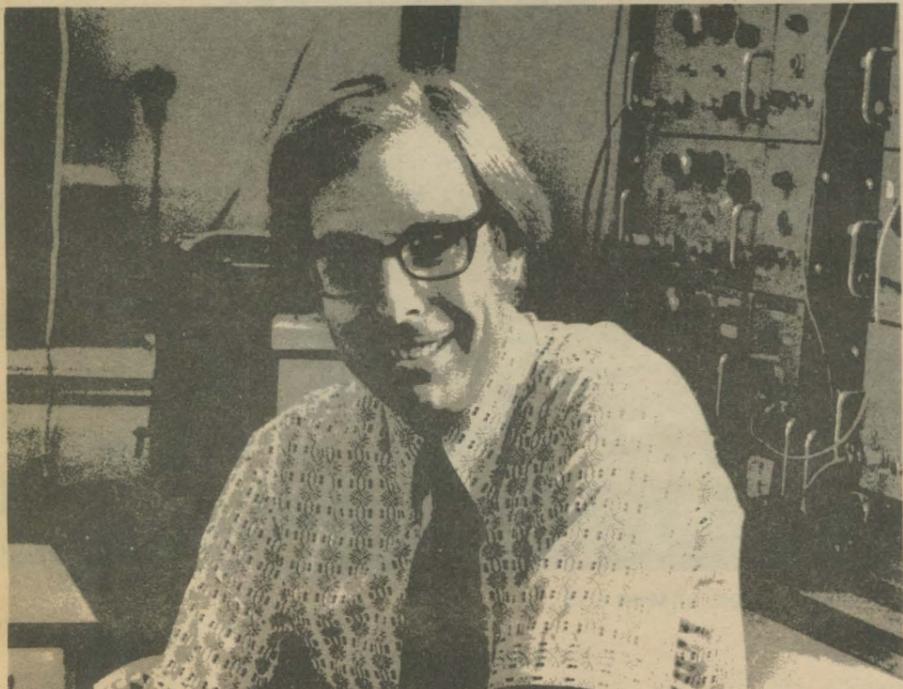
"A good subject—and I don't have enough data on this—tends to be a sensitive person, someone in touch with his or her body and with other people. They're warm, imaginative people. I wish I had more data on this but we only just started working with control groups.

"But I'll get it," Roberts said. "Next month." A pause. "Six months, a year, I'll get it."

—Mike Finley



Dr. Alan Roberts "wires" a patient for a biofeedback experiment.



Roberts



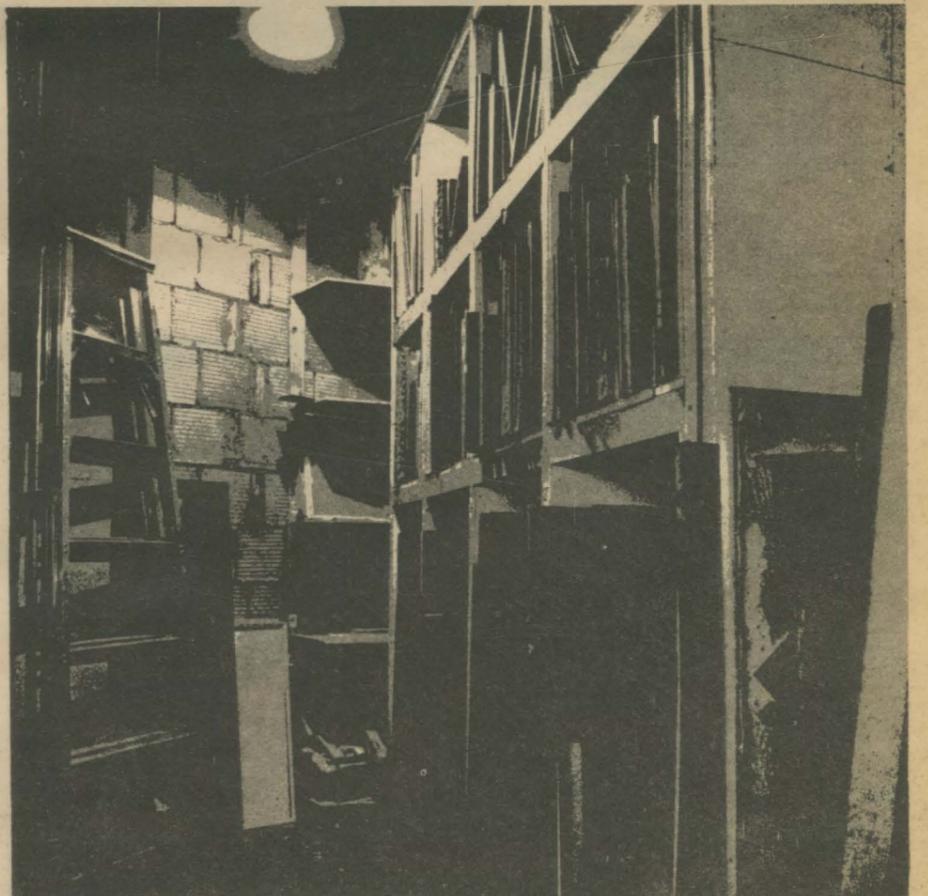
Sensors taped to the fingers measure relative changes in skin temperature.



Some University Gallery works on display during a recent show.



Many works await a renter.



More are stored, unseen and unhung.



Barb Shissler, new University Gallery director.

## the university's gallery: "all dressed up with nowhere to go"

The University Gallery, located on the 3rd and 4th floors of Northrop Memorial Auditorium, houses one of Minnesota's finest collections of modern art. Some of their special collections, especially of early twentieth century painters, are the most complete anywhere in the world.

While the collection is not "everything from soup to nuts," as gallery director Barbara Shissler puts it, "or everything from caveman to Picasso," the gallery over the years has built for itself an enviable reputation for its canny talents in acquisition and its excellent special exhibitions.

But there is a fly in the ointment. All but a fraction of the great collection of over 6,000 paintings, drawings, prints, sculptures, and posters are kept locked away from the public eye. The gallery simply doesn't have the space to display its art treasures in the style they deserve. It's like being all dressed up for a party and having nowhere to go.

The University Gallery, sometimes called the "Little Gallery," was started in 1934 by the distinguished first curator, art dealer, benefactor, and connoisseur, Hudson D. Walker. In that hard year when the arts figured only minimally in the priorities of most universities, Walker had the shrewdness and the vision to lay the foundation for the first gallery of its kind sponsored by any land-grant school in the country.

The gallery, Barbara Shissler noted, "began with high hopes. Only seven years earlier the Fogg Museum was founded at Harvard, and had met with great success."

It was hoped then that the University Gallery might do as well for itself.

Walker, a successful New York art dealer, had an effective and sweeping acquisitions policy. It was his practice to seek out promising young artists and buy up entire studios of their work.

Other directors also bought shrewdly. For example, Ruth Lawrence, an early director of the gallery, was responsible for the

purchase of works by Georgia O'Keeffe, now a very respected figure in modern American art. Lawrence bought one of O'Keeffe's paintings for a few hundred dollars. Today it is valued at close to \$100,000.

This method of acquiring first-rate artworks prior to their attaining national and international recognition enabled the gallery to house the most extensive collections in the world of such noted 20th century American artists as Alfred Henry Maurer, B. J. O. Nordfeldt, and Marsden Hartley.

Archie and Bertha Walker, also members of the distinguished Walker family, established in 1939 the Fine Arts Acquisition Fund. It is this fund that has made possible most of the art purchases for the gallery.

Today the University Gallery has substantial offerings of the work of Lionel Feininger, Georgia O'Keeffe, and Stanton McDonald-Wright, all prominent painters of the 30's and 40's.

While many museums are drawing criticism for remaining aloof from people's everyday lives, for almost 40 years the University Gallery has been lending students and staff members original artworks to take home. The loan and rental agency, also plagued with a space shortage, keeps its entire collection and office in a small room in a corner of Northrop Auditorium.

Clyde Scroggins, the rental program's director, says that the rental service has enjoyed great popularity since its inception in 1935.

"Right now we have several hundred oils, watercolors, prints, and drawings on loan, out of our collection of over 1300. These works are all by noted artists of national and international reputations."

Scroggins added that loss and damage to artworks are extremely minimal.

"We have no difficulties at all with students," he said. "The people who come to us have all been very cooperative."

Throughout its 39-year history, the gallery has relied almost exclusively on the generosity of its patrons and friends, among them Mrs. B. J. O. Nordfeldt, the wife of the painter.

Hudson D. Walker, always one of its greatest friends, has for years housed a large portion of his personal collection—one of great richness and value—at the University Gallery on a long-term loan basis.

This loan includes not only the world's largest collection of the works of Marsden Hartley, but also a bust of Marsden Hartley by Jacques Lipschitz, who is well-known in Minneapolis for his "Prometheus Strangling the Vulture" at the Walker Art Center.

Two former University art professors and connoisseurs, John Rood and Hylton A. Thomas, have also been especially generous. Mr. and Mrs. Rood in 1950 established an important fund for the acquisition of modern sculptures. The diverse collection of 17th and 18th century Austrian and Italian paintings, period furniture, prints and drawings, and decorative art is due to the bequest of Hylton A. Thomas.

The gallery is also building a good Asian collection, started with gifts from Paul Manheim of New York. These, plus the 90 Persian art objects donated by Earl Balch, and Mr. and Mrs. Leslie E. Maghan's loan of 100 pieces of Indian sculpture from the 2nd and 3rd centuries, make up a third area of the University Gallery's total collection.

"When Northrop Auditorium was first constructed, there was space available for us on the 3rd and 4th floors," Shissler said. "The gallery was delighted to have this as an exhibition area at the time. We have found out since how inadequate office space is for exhibiting purposes, for the space allotted us was really nothing more than that."

"We can work with it, and we do what we can. We do good shows and, I think, some exceptional changing exhibitions. But the rooms we use now can never show even a fraction of our collection to its proper advantage. So the great part of it has to be stashed out of sight."

The rooms are inadequate. Walking through the University Gallery is something like touring a television studio. The paintings are mounted on makeshift panels, and are supported by wires painted the same color as the panels. The ceiling is pitted and discolored. The office lights cast a neon glare.

Preliminary discussion is under way to study the possibilities of a new gallery, perhaps even a full scale campus museum. There is no doubt that the art available could use one. The reception the gallery gets from the public is an indication that people are interested and even anxious for a new building.

The future of the University gallery is uncertain. Moving into different quarters on campus is of course a possibility, although such a move might force an already existing department to find itself new quarters. This might touch off a chain move similar to musical chairs. Someone would end up needing a new, expensive building.

Perhaps the gallery itself should be the beneficiary and should be housed in an entirely new facility. One of the overriding problems is the timing of the gallery's next step, Curator Charles Helsell said.

Helsell also noted that the Minneapolis Institute of Arts is building a \$26 million wing in South Minneapolis and that the Walker Art Center building has taken \$5 million to complete. Meanwhile they are breaking ground for the \$15 million home for the Minnesota Symphony.

With all this new development, there is talk of funds for the arts drying up, but the Gallery won't be left high and dry.

"In no way do we consider the Walker or the Institute to be competition," Shissler said. "In fact, in the same way that the Guthrie Theater stimulated other theaters in the area, so are the two large art centers in town good for the town and good for us, too."

Over the years the gallery has made friends of its own. In addition to the Walkers, Regent Elmer Andersen, an able fund-raiser, has taken a special interest in the gallery.

A new facility is an expensive undertaking, one the state legislature would probably be unwilling to underwrite. Thus today, just as in 1934, the University Gallery must rely on the help and the generosity of its friends.

In its present facilities the gallery admittedly does not have much of a future. Or rather, a future is about all it does have, since at present it can never hope to make available to the public all it has to offer. Its storage problems, its display problems, its isolation on the top floors of Northrop—without even an elevator—all keep the gallery from becoming what it might be. The University Gallery may well remain "all dressed up with nowhere to go."

As Helsell said, "We're here, we're always going to be here with the University, and we want desperately to present what we have here in an appropriate manner. Once we do that, we can begin to fulfill part of our original promise to the people we serve."

And as a recent visitor was heard to say, "The Little Gallery way up on top of Northrop Auditorium? I wish they'd put couches in. I always collapse when I manage to climb up there."

One gets the feeling that that isn't what the poet had in mind when he spoke of "scaling the heights of Parnassus."

—Mike Finley

## “the tide that failed to turn”

Editor's note: The following speech was delivered by University President Malcolm Moos at the June 16, 1973, Twin Cities Campus Commencement.

The more I reflected about what I was going to say here tonight, the more I was struck by the contrasts between what I might have said one, three, or even five years ago—or indeed to any of the other graduating classes that have been assembled since I became President of this University. I need not fully recall the historical horrors of these storm-swept years, but a few observations seem appropriate.

Sir Lewis Namier once described the disorganized revolutions that erupted throughout Europe in 1848 as the “turning point at which history failed to turn.”

The more we look back on the bizarre events of disruptive violence and dissent that stormed campuses and society in 1968, the more 1848 and 1968 seem to have in common. History, of course, could have turned then, too. Some hoped it would. Others feared it might. Some saw a surging spiral of violence and repression and feared the destruction of what was best in society. None of us knew in 1968 whether the framework of our institutions was sufficiently strong to withstand such stresses—even solid buttresses against an ocean must crumble under the force of hurricane winds and savage seas.

And in 1970 the picture was no brighter. In the spring of 1970, American campuses were belted by the most massive and violent confrontations they had ever seen. Students died and a part of each of us died with them. The President's Commission on Campus Unrest warned that a nation driven to use violence on its own young people was close to chaos. And in an address I delivered to the American Newspaper Publishers Association, called “Darkness Over the Ivory Tower,” I said that a nation that continued to be at war with its youth is doomed.

Then only a year ago we saw what I deeply hope was the final violent spasm of campus disorder—as violence itself often dies a violent death.

But this is 1973 and suddenly the situation is very much different. The American crisis today is not in the halls of academe, but in the halls of state. Not on its campuses, but in its capital.

Our perceptions of 1968 or even 1970 begin to seem like ancient history, a recollection brought back into mind like childhood memories are recalled by a faded pressed

flower taken from a time-worn book.

One of the greatest difficulties arising from the heat of our recent social and political controversy is that the middle ground was eroded and even attacked. The *middle* became *maligned*: Compromise became a dirty word even though it has considerably more than four letters.

What we really need is the enthronement of a revitalized center force, one that rejects the notion that we must have liberty or law, but rather insists that we continue to have both liberty and law. *Compromise should be seen not as the abandonment of principle, but as a principle that must not be abandoned.* While compromise may not always be possible, too many have come to reject it out of hand, forgetting that it is the intellectual cement that holds any heterogeneous democratic republic together—as Henry Clay demonstrated so dramatically in the period prior to the Civil War.

The wisdom and art of compromise has usually been held in high esteem in the West. Wily Odysseus was admired by the Greeks for a number of reasons, not the least of which was his performance in steering his ship past the twin dangers of Charybdis and Scylla, ignoring the call of the Sirens and staying on his middle course. Aristotle drew on this principle and argued that all virtuous action consists of the avoidance of extremes. The reason I hearken back to the Greeks on this is simple: We must not forget that the foundations of democratic processes were set forth by them. It was not happenstance that the ancient Greeks made a virtue of compromise and accommodation—only an autocratic ruler can ignore the need for consent and consensus.

On an even broader scale I think that it might be fair to say that the whole Twentieth Century has been a bad one for compromise. Neville Chamberlain compromised with the wrong man at the wrong time and an entire generation became convinced that compromise could not be a basis for foreign policy. Our tragic involvement in Southeast Asia has been necessitated in great part by the unwillingness of either side to

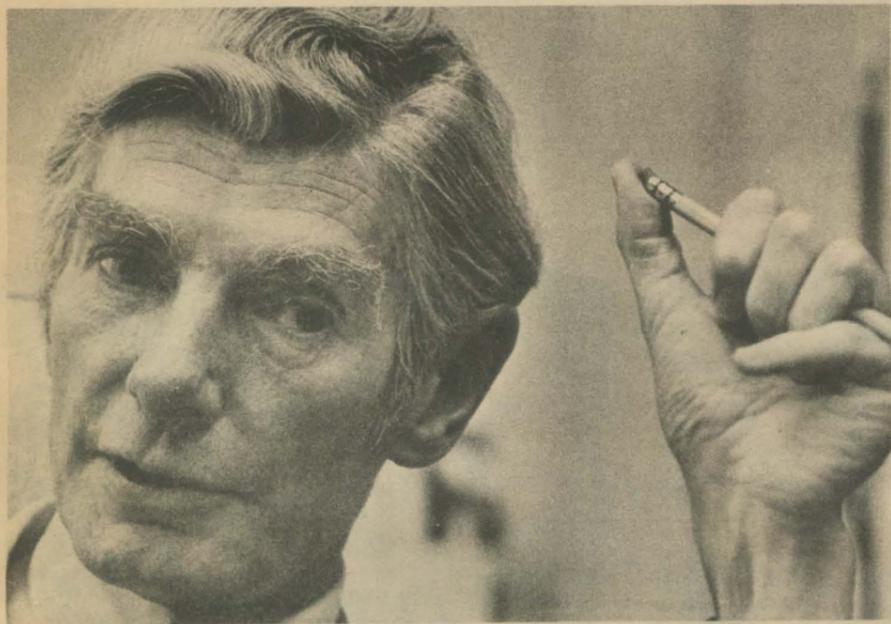
accept compromise. The same is true of the Cold War—it has grown out of the fact that the leadership of both sides thought compromise and accommodation was impossible. “Coexistence” was rejected as an evil—but certainly accepting the continued *existence* of other social systems and values must be seen as the *minimal compromise possible*. The recent defrosting of our relations with both China and the Soviet Union has been the first real departure from this attitude of sullen suspicion. It would seem that the world, too, is relearning the wisdom of compromise and accommodation. Happily, I believe, it will move toward being a safer and saner place.

I think, then, that it is fair to say that we are moving into a period of compromise and accommodation on all fronts: I am certain that we are in world affairs; I believe we are in national affairs; and I profoundly hope we are in campus affairs! After so many years of non-negotiable demands, it will be a most welcome change.

But already a caution is necessary: We must avoid the possibility that the relative calm and quiet will lull us into a sense of security and inactivity—that, just because our streets are no longer burning, we assume we can forget about our urban problems and consequently fail to direct our vital energies and best efforts toward our common good. Nor can we forget that—on the home front—our educational institutions face immensely complex internal and external problems that can be solved only with the cooperation and understanding of all parties.

There are compelling reasons for concern. The case cannot be overstated, the warning oversounded. History often moves in a pendular pattern of action and reaction. The high levels of activity and action of the Sixties may tend to invite what might be called the “Sleeping Seventies.” While some may feel that we need some rest and a chance to catch our breath, and that indeed we have earned it—we simply cannot afford to take a decade off. It will be tempting—especially because so many of us have been enervated by the tempestuous Sixties. Indeed, those who have cared and felt most deeply may be most prone to fall victim to this malady.

Let me turn very briefly to the problem of our understanding of history because I believe that it may be the key to what we do in the Seventies—whether we are able to carry forth optimistically with concern and commitment, or whether we lapse into an uncaring sleep and while sleeping slide from our position of leadership.



The history your generation has grown up with has not been an easy one to witness and still maintain much of a sense of individual power and importance. It has been a roaring river of violence—both real and imaginary—both at home and abroad.

An English study just completed reminds us that we now have the first generation which has experienced television from birth to adulthood. It also reports that the average American child between five and fourteen sees the violent destruction of no less than 18,000 human beings, and suggests that this TV fare has produced a markedly more violent generation.

Now certainly this is not the first generation to see violence depicted through movies or newspapers. But the quantitative change is so great that it may become qualitative—seeing an occasional western at a Saturday matinee is profoundly different in psychological impact from seeing violence every day for many hours. And there is another important difference: This is the first generation to have grown up and seen real, not imaginary, violence as it happened, with television cameras capturing the assassination of no less than a half dozen significant American leaders, the burning of major cities, and the seemingly endless violence in Vietnam.

Somewhat understandably all this has made many young people old at an early age—old in the worst sense—seasoned cynics who are convinced that the whole world is going down the drain anyway, so why bother? Many turn to their separate solitudes and seek only their own inner peace. I understand their position, but I cannot agree with their solution.

The course of our future remains essentially unknown and unpredictable because it depends upon the resolution of so many internal conflicts within each of us. Will you use the fact that you have been pelted and pounded by this blizzard of mind-clogging problems and incomprehensible events as an excuse for surrender, or will all this strengthen your commitment to continue to battle for what you believe, even if it seems to be against insurmountable odds?

It may depend largely on whether you choose to look at the world as an optimist or a pessimist. And while it may be out of style, I am an unapologetic optimist.

Even now, when there is so much hand-wringing and head-shaking, there are ample reasons for confidence. We have weathered the crises of the Sixties—the tide did not turn. And we will weather the crises of the Seventies too—already we have seen that our courts and our press are still functioning as they should, and all around us there are other encouraging signs.

So you are faced with what is really a double-barrelled dilemma: You must choose, and you have no choice but to choose, because even not choosing is a choice. You cannot escape the

responsibility you now have as educated citizens who must provide the leadership for your communities and your country in this last quarter of the Twentieth Century.

I think you are a tougher generation than many suspect. I am confident that you will choose to care and dare to try. *For we really are on the threshold of a dream, as well as in the grips of a nightmare.*

Now, our antiquarian tradition of commencement exercises ordains that appropriately some word of advice and counsel be transmitted by the speaker to the graduating class. I have carefully refrained from so doing. I would remind you, though, that no age has a monopoly on madness and even a madcap movement confronted by repressive force is like a kite against the wind. The stronger the wind, the higher the kite flies.

The late great artist Picasso found the touchstone when, during a life that stretched over 90 years, he often referred to the privilege of the artist which is "to do," and when critics asked him what he was trying to explain or convey—what he was trying to get at—his rejoinder was: "You mustn't talk to the driver."

I have a fierce faith that your generation will invoke the privilege of the artist to do, and vigorously so, whether it be somewhere in the rainbow of the arts and humanities, medicine—bio-medical or spare-parts surgery—science, that of the solitary tinkerer and investigator, or in the drafty rooms of politics. So be free. Feel loose in your harnesses and do not be dismayed or deterred by the critics haranguing the driver from the back seat or from sheltered burrows.

Let us re-incarnate a commitment to democratic ideals and processes. Because America has been so adventurous, so creative and so boldy buccaneerish in the building of industry, science, commerce, finance, and a dazzling technology—the envy of mankind—let us not drift downward spiritually with only a cosmetic concern for the light of the mind that tells us what is right.

If you avoid the drift, then an aging Moos will be able to go out to pasture in a few years and graze contentedly, knowing that the world is in the best possible hands.

### Egners: from page 9

They have pragmatic reasons for wanting to join the Corps as well.

Both have a terrific desire to travel. In Floyd's case, that's what one would expect of Horace ("Go west, young man") Greeley's great-great nephew.

And Marilyn gets depressed whenever she sees the hospital where she was born: it reminds her she's lived in Minneapolis all her life and has only managed to move across the river.

Another reason for choosing the Corps is the desire to put off for awhile the need to commit themselves to jobs or to an area. At 22, the couple wants to defer those major decisions for several years.

"I was amazed when Floyd suggested the Peace Corps," Marilyn said. "It seemed like the perfect solution.

"We'd be working, seeing different places and meeting different people and we'd be traveling. We wouldn't have to start in right away."

They'd like to be based in Africa, specifically Kenya, and to that end Floyd is studying Swahili and Marilyn is taking French, the first and second major languages of Kenya.

When they get back, Floyd may work for a newspaper or go to graduate school.

Marilynn's not particularly enamored by the idea of being a reporter. "I love to go out and collect the facts," she said, but she's not so wild about putting them down on paper. Instead, she's fairly sure she'll look for a job in an academic setting.

For the present both are resigned to not seeing much of each other during the school year, although Floyd has done some contingency planning to make the period easier.

"I have an iron-clad rule—no work on Saturdays," he said, "unless something major comes up—and I can't think of anything right now that would be that major."

He also has vowed never to bring work home from the office, which means he may frequently be in the *Daily* office until 2 a.m. or later.

In the one day a week that's left they'll need some time to "just sit around and stop vibrating," as Floyd says.

There might be time for a bike hike or to take in a movie or a play or for Floyd to continue Marilyn's chess lessons. And maybe even time for a wild game of canasta.

**The Department of Extension Classes is offering 300 regular classes during the evening at half price or less this year on a no-credit basis.**

The no-credit registration plan is for those people who wish to explore topics of personal interest or have never attended college but wish to do so without the pressure of evaluation.

Those registered under the half-price plan may take any of the offered courses at half the regular tuition.

New this year, the Plus-65 Plan allows anyone 65 years of age or older to register for these same courses for \$3.

Also for the first time, young people between the ages of 12 and 16 may attend any of these classes for \$3 if accompanied by an adult registered for full or half price. The adult registrant will assume the responsibility for deciding the appropriateness of the subject matter for the young guest.

Fall classes begin Sept. 24. For registration information and to obtain a class schedule, contact the Department of Extension Classes, 101 Westbrook Hall, University of Minnesota, Minneapolis, Minn. 55455 or call (612) 373-3195.

**This fall quarter, University Theatre will launch its forty-third season and its first season in the new Rarig Center.**

"King Lear," by William Shakespeare, will be the first production in the Whiting Proscenium Theatre. Frank M Whiting, in whose honor the theatre was named, will direct the production, which will begin Oct. 25.

Performances will be Oct. 25, 26, 27 and Nov. 1, 2, 3, 7, 8, 9, 10 at 8 p.m.; Nov. 6 at 1:30 p.m.; and Nov. 11 at 3 p.m.

Performances of "The Doctor in Spite of Himself," by Moliere, will be Nov. 21, 23, 24, 27, 28, 29, 30 and Dec. 1 at 8 p.m.; Nov. 27 at 1:30 p.m. and Dec. 2 at 3 p.m. in the Stoll Thrust Theatre.

"Personal Appearance," by Lawrence Riley, will be performed in the Arena Theatre on Nov. 12, 13, 14, 15, 16, 17, 19, and 20 at 8 p.m.; Nov. 20 at 1:30 p.m.; and Nov. 18 at 3 p.m.

Tickets may be purchased at Dayton's or the Rarig Center ticket office. Phone 373-2337 for additional information and reservations.

**Four exhibitions are scheduled for fall quarter by the University Gallery, located on the third and fourth floors of Northrop auditorium.**

A show entitled "Barbizon Paintings from the Tweed Museum of Art" will be up from Sept. 22 through 30. The opening is scheduled for Sept. 21 from 1 to 4 p.m.

From Oct. 3 through 22, paintings and drawings by Linda Smith, M.F.A. candidate, will be on display. The opening will be Oct. 2 from 7 to 9 p.m.

Stewart Luckman, M.F.A. candidate, will exhibit his sculpture during October. Exact dates will be announced.

An exhibit entitled "Danny Lyon Retrospective: Photographic Exhibition" will be up from Nov. 11 until Dec. 16.

Gallery hours are from 11 a.m. to 4 p.m. Monday through Friday, and from 2 to 5 p.m. Sunday. The gallery is closed Saturdays and holidays.

**The 1973-74 University Artists Course Season will present another year of music and dance. Seven concerts will be presented during the fall quarter.**

Luciano Pavarotti, the reigning tenor of lyric opera, will open the Masterpiece series Sunday, Oct. 7. On Wednesday, Oct. 31, the London Bach Society, 80 musicians and singers, will be conducted by Paul Steinitz. Carlos Barbosa-Lima, classical guitarist, will perform Wednesday, Nov. 7.

The American Ballet Theatre's Ballet Repertory Company will kick off the 1973-74 World Dance Series Saturday, Oct. 13. Agnes De Mille's Heritage Dance Theatre, a company of 40, will perform Tuesday, Nov. 13. The Krasnayarsk Dance Company of Siberia, 80 dancers and musicians, will perform Tuesday, Nov. 20.

The National Chinese Opera Theatre from the Republic of China will perform in special concert Tuesday, Oct. 16. The company of 80 will present singing, dancing, mime, ritual sword-fighting, the art of Kung Fu, and acrobatics.

All concerts will be in Northrop auditorium at 8 p.m. except the Pavarotti concert, which will be at 3 p.m.

Season tickets or tickets for individual performances are available from the ticket office, 105 Northrop auditorium, University of Minnesota, Minneapolis, Minn. 55455 or phone (612) 373-2345.

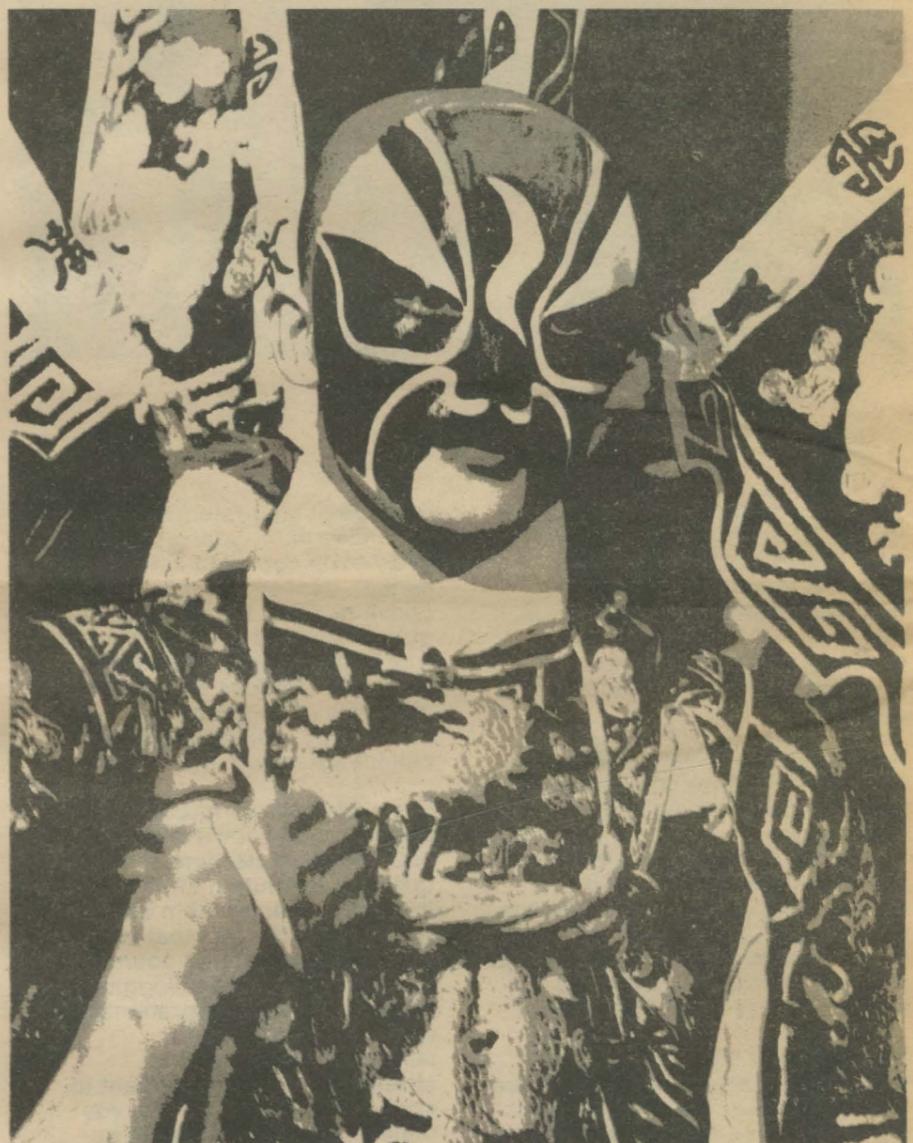
**Homecoming will be Oct. 27. The Gophers will play Michigan in the traditional battle for the Little Brown Jug. Tickets are still available for all football games.**

**At Waseca—The final Sunday horticultural tours will be Sept. 9 and 30. Vegetable gardens will be toured on the 9th and fall flowers will be the focus of the tour on the 30th.**

Students and staff will guide tours of the garden areas and the horticulture teaching facilities from 1 to 5 p.m.

After two years of operation, UMW will hold its first Homecoming Saturday, Oct. 27. The UMW Rams will meet Inver Hills Community College at 1:30 p.m. Other traditional events are now in the planning stages.

Dedication for the new Learning Resources Center will be held in conjunction with the Annual Open House program Sunday, Nov. 11. The building is expected to be in full operation before the start of fall quarter.



One of the players in the Republic of China's "Opera Theatre" appearing at Northrup on Oct. 16 during their first U.S. tour.

**At Duluth—New Orleans jazz will open the University Artists Series 1973-74 season. The Preservation Hall Jazz Band will perform at 8:30 p.m. Oct. 1 in the Duluth Auditorium. Tickets are available at the UMD Ticket Office, Kirby Student Center, and in downtown locations.**

A new student theater group, Theater Experimental, will make its debut with a production of "LUV" at 8:30 p.m. Oct. 4, 5, and 6 in the studio theater of Old Main.

Tweed Museum of Art fall quarter showings will include works by the late Arthur N. Starin, architect and watercolor artist, from Aug. 8 to Sept. 9; paintings by Russell E. Hill from Sept. 12 to Oct. 7; and the annual Arrowhead Art Show, featuring works by regional artists, from Oct. 12 to Nov. 11.

The museum, which also houses a continuous showing of selections from the Tweed Memorial Art Collection, is open to the public from 8 a.m. to 4:30 p.m. weekdays and from 2 to 5 p.m. Saturdays and Sundays.

A fall-quarter evening lecture series, "Exploring the Arrowhead Region with the Humanities," will run from Oct. 25 until Nov. 29. Speakers include William Owens, novelist, folklorist and professor of English, Columbia University; John Cotter, chief archaeologist for the National Park Service; and Russell Nye, Pulitzer Prize-winning biographer.

Chess fans from throughout Minnesota are invited to compete in the fall Open Chess Tournament Oct. 27 and 28 in the Kirby Student Center Rafters. Competition is open to rated and novice players. Contact the UMD Chess Club, Kirby Student Center, for further information.

UMD's Bulldogs will open their football season at 7:30 p.m. Sept. 8 with a nonconference game against the University of Wisconsin—Superior. Regular season competition will begin at home at 7:30 p.m. Sept. 22 against Augsburg College. Other home games are 7:30 p.m. Sept. 29 against Gustavus Adolphus College and 1:30 p.m. Oct. 20 against St. John's University.

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# update

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## the down's syndrome child: fighting low expectations



The little boy had returned from the bathroom and, swinging his arms in rhythm with his step, walked up to the three adults in the hallway—one of whom was a stranger—and flashed his biggest grin.

"Where are you supposed to be?" the woman asked, pointing toward the playroom. The boy turned and walked toward the playroom.

The woman said "thank you" and turned to the stranger. "It's amazing how far he's come along!"

The woman is Marylee Fithian, director of the day activity center portion of Project E.D.G.E., which stands for Expanding Developmental Growth through Education. With her are the project's directors, Dr. John Rynders of the University's department of special education, and Dr. J. Margaret Horrobin of the department of pediatrics.

The boy is one of nineteen children in the project. What these children have in common is a condition: Down's Syndrome, sometimes called Mongolism.

Down's Syndrome is a fairly common form of congenital mental retardation. The condition is caused by an extra chromosome in the child's cells. It is often complicated with heart defects and visual and hearing impairments.

Every year about 7,000 children are born with Down's Syndrome in the United States.

For nineteen children today, and perhaps many more tomorrow, Project E.D.G.E. may provide just the edge they need to communicate with other people, and to be more independent in their communities.

photos by Tom Foley

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"Historically," John Rynders said, "IQ was the cutting variable for evaluating retarded people. Only recently have testers and teachers realized how little IQ, all by itself, has to do with a child's educational and vocational success. Accordingly, we're interested in developing communication and social skills."

Rynders wants to make sure credit goes to the right people. The project is a collaborative, cooperative effort, he says. The project is administered through the University, on the premises of the Hennepin Avenue United Methodist Church, along with a grassy area behind the parking lot loaned to the project by the Red Cross.

The project was funded through the federal Bureau for the Education of the Handicapped, of HEW, and sponsored locally through the University's Research, Development and Demonstration Center located in the department of special education in Pattee Hall.

The project is divided in two parts, an infant phase, in which the family tutors the very young child at home until he or she is two and a half, and a preschool phase, which picks up from there and brings the children together at the day activity center for tutoring in language, muscular, and general social development.

At the age of five, the children leave the project. The idea is that they then enter public elementary schools, where, with their special training and motivation, they will be able to keep up—sort of—with the normal children.

"There's nothing magic about what we're doing," Marylee Fithian said. "We try in general to avoid gimmicks and gadgets and concentrate on a curriculum based on sound principles of child development."

"The curriculum is not yet available for general use since we are still in the data-collection stage of the research project."

Dr. Rynders and Dr. Horrobin emphasize that theirs is an important working relationship because the educational side of the program is incomplete without the medical aspect.

Mental retardation can have a powerful—and often devastating—effect on the family.

"Life for the parents gets a lot tougher from the moment of the child's birth," Rynders explained. "Physicians sometimes, for whatever reasons, encourage the parents to put the child in a foster home. In-laws and clergymen may also be urging them to institutionalize the child."

"At this stage in the game," Fithian said, "attitudes toward retarded people are something like racist attitudes toward minority people. Some persons are perfectly willing to put them in storage places far away or in homes in their communities, just so long as they don't move in next door."

Perhaps the biggest strike against the child with Down's Syndrome, Fithian said, is the fact that they are constantly underestimated by the rest of society.

"Society has low expectations of these children. They are even called 'Mongolian idiots' when they neither are Mongolian, nor are they usually profoundly handicapped."

"These low expectations contribute to incomplete development. Like all children, these youngsters have a great need for educational stimulation. Without it, as research shows, IQ and language test scores actually go down as the subject gets older."

"Down's Syndrome is not a simple condition," Dr. Horrobin said. "Besides the mental retardation, those with the condition have a low resistance to infection, and a very high rate of heart disease. Although nowadays they may have a nearly normal life, they have a tendency toward premature senility."

"We're at the point now where we don't have to offer such a uniformly bleak prognosis as in the past. Of course these people are retarded, but there is no reason why retarded people can't be useful contributors to our society."

One parent, Tom Eckman, has this to say about how Project E.D.G.E. is helping his son:

"We were lucky, in a way, because both my wife and I have been educated about what to do. Through the project we've learned how to be a stimulus to Nick, how to keep him interested."

"We don't have any long range plans for Nick, nor do I think we should, not when things are changing for the better all the time."

Soon the program will have achieved its goals of bringing nineteen children through an intensive four-year period of stimulation and encouragement. When the last child reaches age five, said John Rynders, "the project will self-destruct."

Drs. Rynders and Horrobin credit everyone in the study with the success that they think the project will be when it is over. Dr. Horrobin admits that counseling parents on their child's health is an incomplete task if the child's mind is not developing, and Dr. Rynders acknowledges that most parents are immediately concerned more with their child's medical and physical welfare than with their education. Without attention in both areas, says Ms. Fithian, "the project could not succeed."

Sometimes education takes the shape of a trip to the airport, or to the University's Bell Museum of Natural History, or to the Walker Art Center, just across the street from the day activities center.

Often, it takes the form of a sound nursery school program, but with a greater emphasis on language instruction—in fact, language instruction is a part of every activity and is built into lunch time, recess, music, and even clean-up activities.

"Going to the Walker was interesting," Fithian said. "The guards were anxious, you know, but we all behaved. This thing works both ways. We learned about the Walker and the people there learned a little about us."

"One thing strikes me," Rynders said, "and it's that shutting someone away like one of our kids results in a great loss, not just to the child shut away. The loss is shared by every one of us and the world becomes that much more sterile."



Marylee Fithian, Dr. John Rynders, and Dr. J. Margaret Horrobin



## mozambique: at long last, a history of its own

In Mozambique in southeastern Africa, a boy learns history from his grandfather. It helps him to understand who he is, what he is, where he comes from. It becomes as fundamental to him as his name.

But in history books—when they touch upon African history at all—the story is usually told from the point of view of European colonists (which in Mozambique means the Portuguese). The rich oral traditions of the people themselves have been largely ignored.

A University of Minnesota historian, Allen F. Isaacman, has made the first attempt to reconstruct the history of Mozambique through the use of oral traditions. His book, entitled *Mozambique: The Africanization of a European Institution*, was published last year.

Earlier this month, on Nov. 2, Isaacman won an award for that book—the Melville J. Herskovitz Award, given annually for the most distinguished publication in African studies. In the decade or so that the award has been given, it went for the first several years to Europeans and more recently to Africans. Isaacman is the first American.

In an interview, Isaacman described his award-winning book as “an attempt through the use of oral traditions and archival material to analyze the patterns of interaction between a small group of Portuguese and a larger African population.

“What the study shows is that over time the Portuguese became Africanized—racially, culturally, in their religious beliefs, in every way. This dispels many of the racially and culturally arrogant myths which today are used to justify the Portuguese presence in Mozambique.”

Although Isaacman is listed as the author, he stressed that “the book actually represents a joint effort with my wife Barbara, whose intellectual influences are very heavily felt.” Mrs. Isaacman is now completing her Ph.D. in sociology at the University of Wisconsin.

The Isaacmans spent nine months in the interior of Mozambique. “We travelled some 50,000 square miles, going from village to village collecting the oral histories of various African peoples,” Isaacman said.

When they arrived in a village, they would “seek out various elders who were reputed to be wise men and repositories of

traditions.” Isaacman then interviewed each of them, either individually or in a group.

When the interviews were being conducted, all the people of the village would stop whatever they had been doing and come to listen. Their interest in the interviews is a reflection of the importance they place on their history, Isaacman said. “The people have a stake in making certain that their traditions are transmitted accurately.”

“Throughout the interview the audience played a vital role,” Isaacman wrote in an appendix to the book. “Not only did they correct specific facts, but they elaborated on many points which remained vague in the mind of the informant. This constant interaction added an invaluable dimension, and, whenever possible, we attempted to get the exact exchange between the audience and the informant on tape.”

“Before departing from the village, we generally spent about an hour replaying portions of the taped account. This served not only as a source of great entertainment, but proved to the elders that their exact testimony would remain intact for posterity. Concern about this matter reflected the profound historical sense of most of the informants. As a token of our appreciation, we presented them with a small gift. These were presents rather than payments, and only once were there any negotiations.”

For the interviews, Isaacman used interpreters who were fluent in Portuguese. He had studied Xhosa, one of the African languages characterized by a clicking sound,

and the people of Mozambique speak a related Bantu language. With this background, he said, he was able to “pick up some of the rudiments” as the elders were speaking.

About 100 hours of oral traditions became the basic source of information for the book. “What oral traditions give you,” Isaacman said, “is a picture of the society from the inside looking out. The standard accounts by Europeans are written from a distorted and culturally distant perspective.”

Although oral traditions are “the single most valuable source” for African history, Isaacman said, “they are subject to the same types of distortions as any other accounts and must be treated in the same critical way.”

Several examples of bias are cited in the appendix. For one: “All Zambesian peoples acknowledged having domestic slaves, but each denied that any of their people ever entered into this low status position.”

In trying to piece together an accurate history, Isaacman compared the stories told by various African peoples and used textual analysis to try to determine what parts were clichés and what parts were manipulated to support contemporary points of view.

European documents were also used, he said, both “to serve as a corrective and to provide a fixed time dimension.” One weakness of the oral testimonies is that they give no absolute time dimension. Events are discussed “in the time of somebody’s great grandfather.”

## stars and men: bright objects of life and death

*This is the story — a partial story—of three astronomers. Like the magi mentioned in legend, all three came from the east—Dr. Woolf from England, Dr. Luyten from the Dutch East Indies, and Prof. Kaufmanis from Latvia. Each follows a different star. Woolf is known for his experiments with infrared observation, Luyten for his work with white dwarfs, and Kaufmanis for his classroom teaching.*

*But each, in his conversation, paused momentarily or longer to back off from his scientific data for some reflection. Woolf spoke of the two worlds he finds himself living in. Luyten recalled his career as it coincided with the developing science. Kaufmanis sought to share some of his perceptions about the birth, life and death of stars.*

Dr. Neville Woolf: "The Greeks were interested in geometry, and they sought to see heavenly circles in the sky, motions of a perfection they couldn't find on earth.

"Galileo and Kepler weren't interested in perfect circles, they wanted to see what the motions really were, and why they occurred. This was really answered by Isaac Newton when he discovered the law of gravity.

"Finally people became interested not just in how the objects moved but why they were there at all. They wanted to know what the objects were, how they began, how they died.

"This is the phase of astronomy we're in right now.

"The Orion nebula is a dense cloud of dust and gas that seems to be the nearest region where stars are being formed in quantity

right now. At our observatory Dr. Ney found that some of the stars in the Orion nebula seemed to be surrounded by clouds of dust that seemed to be, as it were, the broken shell of an egg, the egg that formed the star. We are particularly interested in those places where the eggshell still seems to be intact, where the star hasn't yet formed.

"One of the most interesting things is that this dust fill is made of common garden dirt, and that material like our earth is very widespread through the universe. In Orion we have also found regions where there is water and also evidence of organic molecules, the stuff of our surroundings. We have a chance to find out about things that might be related to our earth, for example, the origin of life.

"It is confusing. When we look at the Orion nebula, what we see happened 1500 years ago. So when I say *now* for the Orion nebula I mean 1500 years ago, while *now* for the Andromeda nebula is two million years ago, and *now* for some of the faintest objects we see is almost back at the origin of the universe.

"Individual stars are being born all the time. There are stars being born right now.

"A young star is less than a hundred thousand years old, compared to the sun, which is about five billion years old. It is like comparing an hour-old child to me.

"There are other places where there are stars that are so young that they are still totally enclosed in the eggshell, so that nobody has ever seen the light from them.

"Emanuel Kant, the philosopher, was the first to suggest that the universe is made up of countless galaxies, Milky Ways like our own.

"And he also seems to have been the first Westerner to realize that if a man doesn't know the realities of his own mind, he can't know the reality of anything else.

"We're citizens of two worlds. There's the world outside, of other people and matter, and there's a world within.

"The great religious leaders who spoke about heaven were not talking about outer space. They were talking about inner space. That heaven isn't a place, it's a state. Everyone has his own goals. Mine are to understand the realities of space, both inner space and outer space, heaven and heavens."



Dr. Neville Woolf

photo by Tom Foley

It was the sort of thing that happens once, maybe twice, in a lifetime. The head lit up the entire horizon. The tail fanned overhead in a bright spray.

The year was 1910. Halley's comet was passing over the island of Java. An eleven-year-old boy stood on the roof of his uncle's house with a strange and suddenly awakened fascination that was to last a lifetime.

Emeritus Professor of Astronomy Willem J. Luyten, at age 74, officially retired since 1967, still arrives at the University early each morning to work on his projects. Systematic in all things, he quotes Athelstan Spilhaus' dicta for scientists: *Observe—Analyze—Explain—Predict—Control.*

Science is different from other ways of getting at knowledge, Luyten says, because it rules are so formulated that one's disposition can't alter the facts.

Professor Luyten seems to be a rare sort of person, someone who takes pleasure in setting things straight. He is quick to correct malapropisms in conversation. He describes with admiration the unwavering laser beam that travels a million miles through space without a micron's deviation.

"This year we are celebrating Copernicus' 500th birthday. Copernicus was not only the founder of modern astronomy, he also founded modern science itself.

"Up until his time we were so sure that we, the human race, mankind, were the center of the universe, the salt of the earth, and that all the things around us were made by the gods, or by God, all because of us. Until then all our explanations had to fit into this straightjacket: *because* we are here. What Copernicus did was to cross out that word, *because.*"

Luyten talks with a slight air of skepticism, as if the scientist in him knew that none of his proclamations had any effect on the physical laws of the universe, and were therefore not very significant.

But Luyten is also a teacher, concerned that his words not misrepresent his understanding of the universe. For 37 years he was chairman of the astronomy department. Until 1957, he was the astronomy department.

"Science is really closer to art than anything else. People in the social sciences are limited to description and analysis, but here we do new things, and in that sense we are like artists. We may not create new stars, but we create something else, new understandings."



Dr. Willem J. Luyten

And occasional misunderstandings. In 1970 Luyten was asked to host a conference at St. Andrew's in Scotland on the topic of white dwarfs. The white dwarf, he explained, is the last visible stage in the death of a star, the point beyond which a star shrinks to invisibility.

Some time before the conference, Luyten received a letter from the Surgeon-General of the United States, asking one yes-or-no question: "Are human beings used in your experiments on white dwarfs?"

Luyten explained that he had been misunderstood. Dubbed the "stellar mortician" by his colleagues, he continued in his study of dying stars.

Being a mortician also means being something of an historian. Luyten suggests that a given star's lifetime may encompass 30 to 40 billion earth years. In that lifetime the star may go through many changes as it uses up its innate hydrogen and expires.

"What happens after that we don't know. Perhaps there's a general collapse of the whole universe, and everything has to start all over again. We don't know that one."

Luyten notes that it took only three generations to start modern astronomy. First there was Copernicus' theory of the circular orbits, then Kepler's elliptical orbits, and finally Isaac Newton

and his theory of gravitation between planets. Each discovery moved the human race successively farther from the center of the universe.

Then in 1920 came the discovery that even our solar system was way out on the fringe of the galaxy.

Luyten believes that the next great revolution in astronomy will be a reconciliation between the theories of electro-magnetism and gravity. Einstein in his lifetime failed to unite the theories. For one thing, Luyten says, "no one knows what electricity and gravity are. Is gravity something that moves at the speed of light or is it something neutral that's just there?"

"We may not know what gravity is," he insists, "but we certainly know how it operates. In that sense astronomers are the only people who can talk about universal laws of physics or universal laws of chemistry.

"A physicist can only talk about the laws right here on earth, but the astronomer can see galaxies moving around each other in perfect accord with the law of gravity.

"A chemist can analyze chalk here on earth and see it's made of calcium, oxygen, carbon and sulfur. The astronomer can analyze starlight 10 billion light years away and tell that all the atoms out there behave exactly the same way they do here on earth."

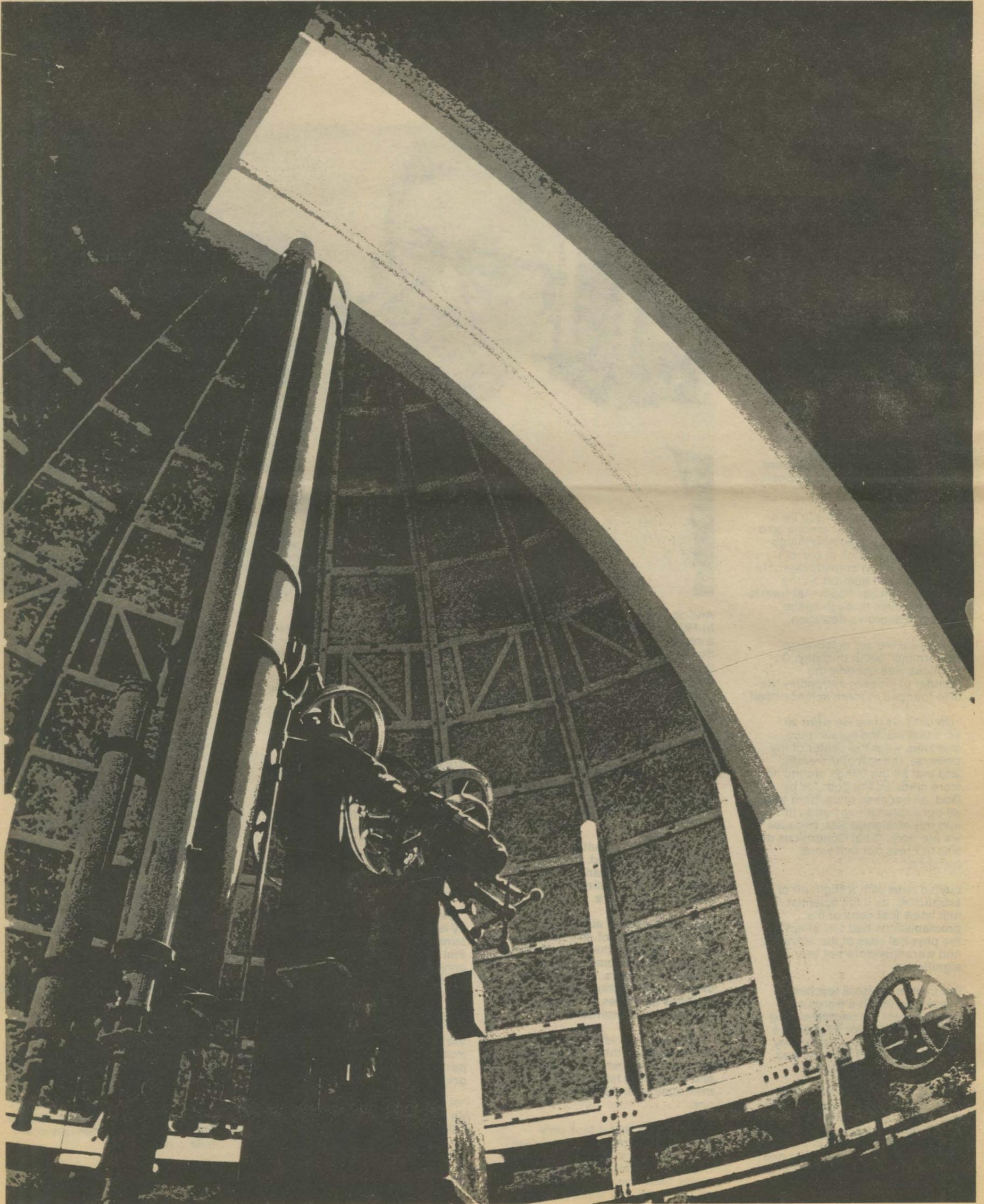
Once again Luyten provokes the sensation of the smallness of people on a tiny planet in a lot of space. But this doesn't keep him from urging his precision—including verbal precision—upon others.

"Now there are disciplines with names like astrobotany, lunar geology, and of course the words have no meaning. 'Astro' means star, and 'botany' means plant. Plants can't live on stars. They're much too hot. And 'lunar' means moon, while 'geo' means earth—two different things. Better words would be 'selenology,' since 'selena' means moon, or 'exobotany.'"

It was Professor Luyten who pointed out not long ago that "photogenic" shouldn't be a word, but should be replaced by "eugraphic."

The story of Luyten's career is an interesting one, not simply because Luyten is an interesting man but that his career spans the interesting time it does.

It is at one time thrilling and strange to imagine Willem Luyten in an airplane over New York City during the 1925 total eclipse of the sun, carefully measuring each passing moment, as the blackness moves over Manhattan Island a mile a second!



"Have you ever heard of 'black holes?'" Professor Karlis Kaufmanis asked.

Black holes are not actually holes. Nor are they black. Some of them are two miles across. Others are the size of a pinhead, or smaller, smaller than a microbe.

A black hole may be the size of a few atoms and weigh a million billion tons.

"Someday," Kaufmanis warned, "when you go walking in space, you will have to be careful not to step on one, or you will be evaporated."

Professor Kaufmanis leaned back in his chair. He seemed pleased with himself. Once again he had stretched someone's imagination and made it admit something very big. And all for the cause of one great love of his, astronomy.

"We didn't discover one until very recently, although astrophysicists predicted that such an animal mathematically had to exist. A black hole is a star, a very small star, but it has an unbelievable density and central gravity. You can't ever see one because the light from them cannot escape and come toward us."

Kaufmanis explained that, according to Einstein, a light beam travels only as it is borne along on particles of matter. The gravity of a black hole is so intense that no mass can leave the star, and therefore no light can escape either. We never see it, thus the name "black hole."

Some scientists think that it was a black hole smaller than a pinhead that struck a forested region of Siberia in 1908 with the force of 20 million tons of TNT.

Kaufmanis emphasized that little is known about black holes, but that most astronomers are in agreement that they are not an isolated phenomenon, but that they are in all likelihood exhausted stars. For a certain kind of star, the black hole is the end of the line.

One emerging fact about the universe is that it isn't simply a lot of different stars sitting in space, some of them big and some small. Stars get born, they grow and die. One possible stage in a star's demise is the neutron star, or pulsar.

A normal, healthy star has an electrical charge to it, as it slowly over the 30 or 40 billion years of its life uses up its hydrogen. One of the greatest shows in the universe is the eight-minute spectacle when certain stars suddenly lose their hydrogen, explode into supernovas, and collapse.

Losing their hydrogen means that the positive charge and the negative charge are fused and neutralize one another. Hence they are called neutron stars, or, as they were first called several years ago when they were discovered at Cambridge University, pulsars.

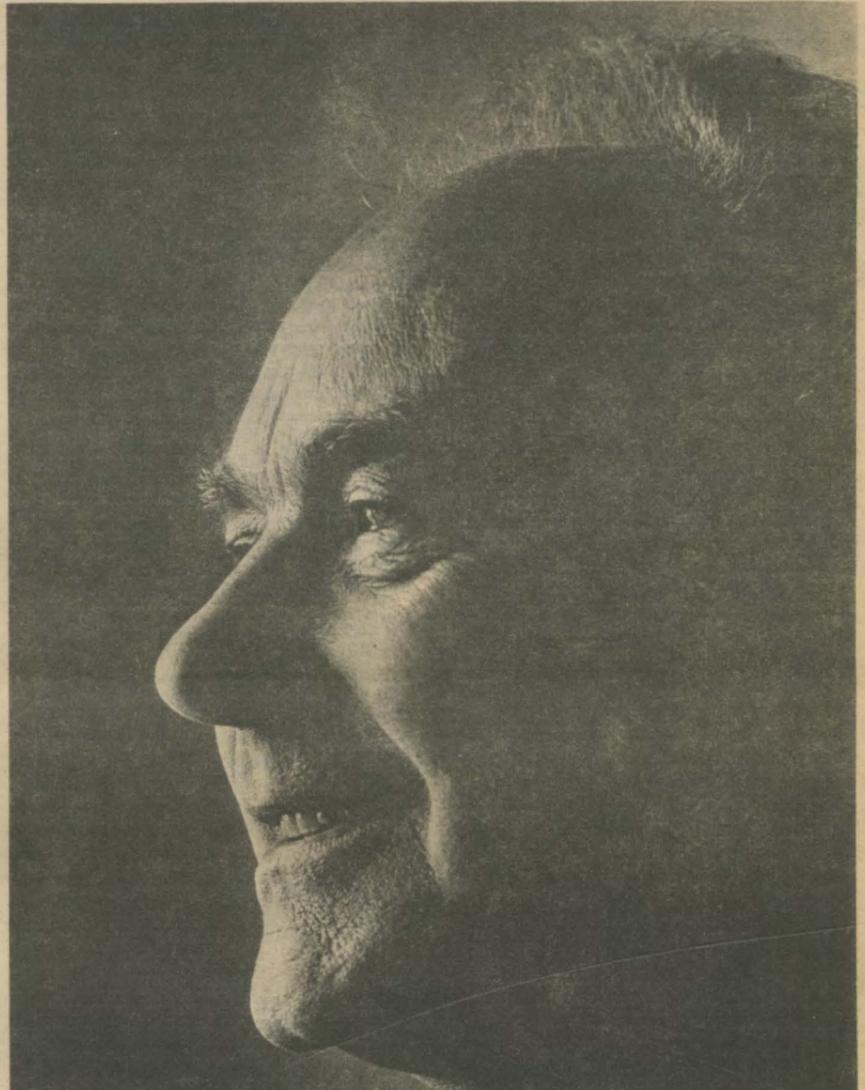
"When the first one was spotted," Kaufmanis said, "we received strange radio signals from a limited area in space. Many astronomers were amazed at this, and hastily gave the signals the name LGMs, or 'Little Green Men.'

"The neutron star was once a much larger star, a supergiant far greater than our sun, hundreds of millions of miles across. As it collapses it develops an enormous central gravity. The star collapses until it becomes as small as this building, as small as this room. Scientists have calculated that, given enough time, the star collapses to a size smaller than a micron, and smaller than that.

"Some astrophysicists have difficulty imagining an object the size of an atom with the mass of a star a million times the size of our planet. They have seen this collapsing action reversed by a force we don't understand. This force actually stops the star from collapsing further under an unimaginable pressure that initiated the contraction. We have yet to discover the force that does this.

"It may happen today or it may take 1,000 years or it may never be discovered," Kaufmanis said. "But those who complain about spending money now for space exploration should realize that finding this power source, just for an example, would repay our time, money, and trouble a million times over. It would be fantastic."

Kaufmanis is a rarity in any hard science department—a teacher. He does no research, but spends all his working time—a lot of time—directly with his students. The recipient of many awards and honors for his teaching, he leaves little doubt about his priorities. He interrupted an interview three times to answer students' questions.



Prof. Karlis Kaufmanis

Besides teaching, Kaufmanis has taken it upon himself to bring a bit of astronomy to people outside the classrooms, outside the University itself, with his talks on different topics which ultimately involve astronomy.

Most of his outside lecture dates are for his celebrated "Star of Bethlehem" presentation, which he claims to have given almost a thousand times.

The story of the star of Bethlehem began on Christmas Eve in 1937 in Riga, Latvia, when a group of freshman girls put him on the spot. What was the scientific basis for the star of Bethlehem referred to in the book of Matthew?

Kaufmanis examined the configurations of the celestial bodies around the time of the birth of Christ and discovered that what people call the star of Bethlehem may actually have been the conjunction of the planets Jupiter and Saturn in April of the year 7 B.C.

Kaufmanis calls attention to the new revised edition of the German New Testament of 1920, with the passage which reads, "We have seen His star emerging in the rays of the glowing dawn, and we have come to do Him honor."

"Now this may indicate very definitely the conjunction of two planets," Kaufmanis says. The two planets approached each other and then moved away. This happened three times, within a single year according to astronomical computation. The three kings of legend—whom Kaufmanis suspects were neither kings nor necessarily three in number, but rather an uncertain number of Jewish astrologers from Babylonia—probably followed the configuration until it was positioned precisely over the area south of Jerusalem where the small town of Bethlehem was situated.

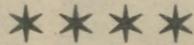
## a mother's recollection

(The following is a story about a ten-year-old boy named Eric, his family and a nurse. It is the story of the last seventeen days of Eric's life, and how a nurse helped make those days a time for the family to come closer together. It is a true story.)

I never thought the day would come when we would pray for the death of our beloved son—but we did—yet at the same time not wanting to let him go. We loved Eric deeply but it can be an agonizing experience seeing your child die, little by little each day.

There were moments when I considered euthanasia and recently discovered my husband did, too. But there were so many deterrents: my lack of know-how for it to be painless and quick, our desire for an autopsy with hopes it could help other children with the same disease, the "shame" on the family, if discovered, and our daughter would need me more than ever after Eric's death. Maybe these weren't valid excuses; maybe they were just my way of rationalizing away a deed I hadn't the courage to do—although I had the conviction. But those extenuating circumstances were also important to me, valid or not.

And then we would neither have seen nor felt the true peace that can come with death. Perhaps what we discovered in those last seventeen days of Eric's life made his continuing struggle worthwhile—if not for him, for others.



Eric had been diagnosed as having leukemia two years and three months before his death. He had been through the full scope of radiation and chemotherapy indicated for his disease and there was no longer any reason to expect remission from another course of drugs. He was bedridden due to the complication of paralysis brought about by the leukemia infiltrating the central nervous system for the third time in his illness, a rare occurrence.

We had wanted to keep him home as long as we could physically and mentally stand it as we had always been a close family and saw no reason for letting his impending death interfere with that relationship until absolutely necessary. We had told Eric he could be hospitalized in order to give him that alternative if he felt we weren't caring for him as he thought to his best interests. There had been times in the past when he had been willing to be readmitted, realizing he needed the help that could be given to him. Inadequate as we felt we were, Eric preferred "home."

We contacted the doctor regularly, usually about once a week, and made occasional clinic visits. But Eric was well aware of his obvious physical decline, the questions that were being evaded, the treatments that were refused. He felt, "The doctors aren't doing anything for me anyhow, so I don't want to see them."

In a call to Dr. John Kersey, at the University, Eric's doctor at the time, he mentioned that a nurse was trying to set up a home nursing service for families like us. He asked if I would think out our problems in regard to Eric's care at home so as to give her ideas of our needs. I agreed to meet with the two of them sometime the next week.

Dr. Kersey contacted Ida Martinson, R.N., Ph.D., chairman of the Research Program in conjunction with the University of Minnesota School of Nursing. It developed that our family initiated the project of "Home Care for the Child with Cancer."

Dr. Martinson stayed an hour and a half on her first home visit. She visited with Eric for just a few minutes, told him why she was here, and he said, "Just make me better." He was having pain at the time and didn't want any medication, as he many times didn't because he was determined to make it without, but he was finally convinced to have a tylenol.

Dr. Martinson and I sat and talked most of the time and I found her really good to talk to as she seemed to understand all the aspects of our problems, not only being a nurse but having gone through a like situation with her father-in-law.

Dr. Martinson and I talked about the idea of "guidelines" for parents on when to call the doctor, and drug management. Though I had been dispensing potent drugs for over two years, I never lost my fear of them as I had seen what their toxicity could do. At the time, Eric was only taking prednisone for symptomatic relief, valium as a relaxer at bedtime, and tylenol to ease the pain. We had been told we could get codeine when we needed it. There was no doubt it would be needed soon, but I was hesitant to get it before that time. Dr. Martinson strongly encouraged that we have it on hand so we *would* have it when needed because of the difficulties one must go through to get narcotics.

She mentioned that terminal patients many times seem to want to be alone more towards the end, which Eric had been showing tendencies toward; that this is their way of separating themselves from us subconsciously. I was relieved to hear this as I was beginning to wonder if I were being rejected; previously Eric had always wanted me with him whenever possible but now there were times when he wanted to be alone.

It was on the first visit or so that Dr. Martinson brought up the possibility of making it "all the way," something we had not even considered. At first we were rather repelled at the notion. We had heard that the deaths of leukemics were never predictable as to specifically how they would die, so we couldn't be prepared, and that sometimes it was quite violent. What if our daughter, who we didn't feel could be forewarned, were around to witness such an event? Would we be plagued with the thought of a nightmarish happening? Those close to us who knew what we were considering felt it would be too hard physically and mentally. My husband wondered how much I could take; Eric and I had always been especially close and my husband didn't think I'd be able to bear his death, much less be an active participant helping Eric through it. The doctors would say, "When you can no longer handle Eric at home, bring him to the hospital." From this we assumed there would be a time when we would no longer be able to handle the situation. Although we considered it seriously, we tried not to think about tomorrow.

Dr. Martinson had mentioned the possibility of getting a public health nurse to come in to help but I never gave it much consideration, if any. I really had no desire for "outside help" and doubt if I would ever have sought it out. Nor did I believe Eric would want someone else to care for him. We had been able to accommodate his needs and assumed he would be hospitalized when we could no longer manage.

But I was at ease with Dr. Martinson. She had a quiet and unassuming manner, yet her inner strength and capabilities were evident. I felt she had something worthwhile to offer and was pleased when she told me that we would be her home visit family.

Dr. Martinson wondered if I should be taught to give shots if the doctor thought they would be needed—but he didn't at that time. I don't believe the doctors really thought we would make it through the end—but neither did we, at that point.

Eric's tenth birthday arrived, one of our most up and down days. It hadn't been expected he would live that long and when he asked the doctors if he would be better by his birthday, they would reply, "I hope so." Eric interpreted this as he wished, "The doctor said I'd be better by my birthday but I'm worse off. I have a feeling I'm never going to get better, it's been so long already." He had wanted to walk for his birthday but was bedridden. He was unhappy he had wrapped his gifts—he couldn't unwrap them. He was happy with his presents, unhappy that we had "spent so much"; made us promise not to spend much for him at Christmas but in the next breath wanted an expensive microscope.

# 1973 Financial Report Summary

## General Developments

The fiscal year that ended June 30, 1973, was an important one in terms of the budget and financial operations of the University. This was the year the University initiated a comprehensive and systematic method of program review designed to produce highly selective budget adjustments and to effect redistribution of funds to priority programs.

This year's Financial Report, then, is particularly important because it presents the first opportunity to measure actual expenditures against the original goals of the "Retrenchment and Reallocation" program.

### Retrenchment and Reallocation

As stated in last year's report, Retrenchment and Reallocation became necessary even though legislative appropriations and other support increased for the year, because salary increases and costs of plant maintenance and other expenses totaled more dollars than were available for them. Consequently, differential cuts had to be made. The monies freed up were directed toward meeting necessary expenses and toward funding high priority programs throughout the University.

One of the ways to best understand this situation is to examine the increases in restricted and unrestricted revenues. Basic operating expenses come primarily from unrestricted funds. Total restricted and unrestricted revenues available for educational and general expenses were up significantly from \$241.4 million to \$264.1 million in 1972-73, an increase of \$22.7 million. However, if we compare the increases in restricted and unrestricted revenues, we find that unrestricted revenues for educational and general purposes increased from \$120.7 million to \$128.3 million, while restricted revenues increased from \$120.7 to over \$135.8 million, a \$15.1 million increase—almost double the \$7.6 million increase in unrestricted funds. Stated simply, two out of three *new* dollars coming to the University were already earmarked for specific use, such as federal funds for research, and were by definition unavailable to meet increased general expenses.

Significant to note also is the fact that the 1972-73 figures show—for the first time—a larger total for restricted than for unrestricted revenues, a fact causing much concern because it clearly demonstrates a trend of decreasing flexibility in the operations of the University and their financing.

### Effects of Reallocation

Seen from the side of expenditures, the Retrenchment and Reallocation program had quite visible effects. While total expenditures increased by about 13 percent, expenditures within broad categories rose at rates that varied interestingly. Expenses for administration and sponsored research increased by 12 percent and 12.5 percent respectively, rates *below* the overall increase. (The slower rate of increase for administration was, of course, intended.) Expenditures for departmental instruction, however, rose by 15 percent, some two percentage points higher than the overall rate, due to the channeling of retrenched funds into this priority category. Similarly, physical plant expenditures rose by 19 percent, over six percentage points higher than the general increase, testifying to the continuing trend of significant increases necessary for physical plant maintenance and operation as well as reflecting the costs of maintenance of new facilities that opened during the year.

These figures demonstrate that the Retrenchment and Reallocation program was quite successful in effecting a redistribution of funds toward essential and priority operations.

Management Planning and Information Services (MPIS) continued to play an important role in recommending both how available dollars should be spent and in developing more accurate data on the sources of cost increases. Refinement of data on student costs in various programs allowed the University to present this information to the Legislature in support of its requests. It also led to an administrative recommendation that tuition increases be made differential so that students in high-cost programs would pay more of their share of instructional costs, and students in low-cost programs such as lower division CLA would face only modest tuition increases beginning in the fall of 1973. Under this recommendation, tuition increases varied from 6 to 69 percent.

### Shifts in Support

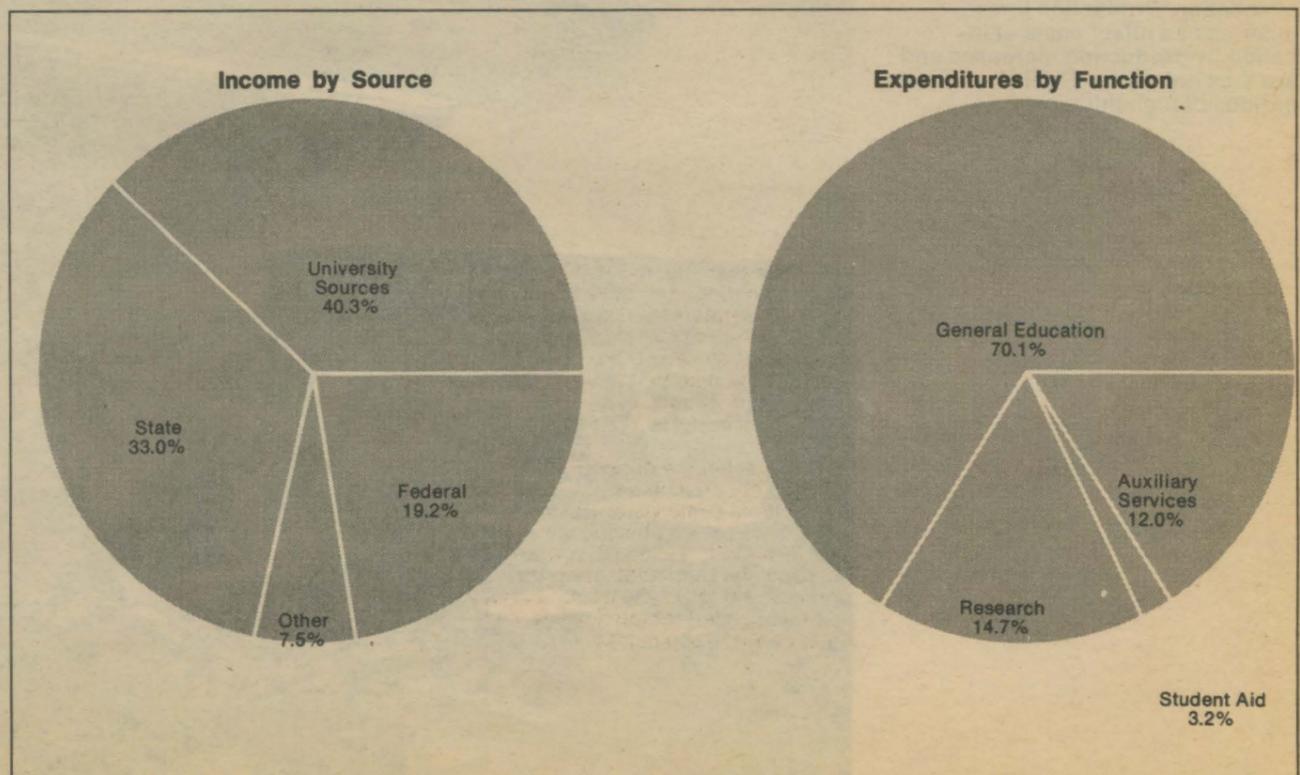
Shifts in relative percentages of support again occurred in the 1972-73 fiscal year. Perhaps most significantly, federal support returned to its 1970-71 level of 19.2 percent, a 1.3 percentage point increase. However, this was counterbalanced by a 1.3 percentage point decrease in state support, which dropped from 34.3 percent to 33.0 percent. Thus the total proportion of governmental support remained constant at 52.2 percent. (It should be noted that while 1.3 percent may seem like an insignificant amount, this represents over \$4 million, since the total budget is approximately \$315 million.)

University sources, which include income from University Hospitals and auxiliary services, tuition, and private support, accounted for the remaining 47.8 percent. Private support again increased, rising from 7.2 percent to 7.5 percent of the total. University sources, on the other hand, declined by .3 percent, from 40.6 percent to 40.3 percent.

The increase in private support is the most encouraging trend in terms of shifting sources of revenues.

The University moved into the top 20 institutions of higher education in total private support for the first time in the 1971-72 year. This progress reflects the extensive work that is being done at the University to increase private gifts and grants. (The University's rank in private support for the 1972-73 fiscal year will not be known until sometime next year.)

Despite the bright spot represented by increased private support, the year was one of continuing financial concern for the University. The question of how the University can maintain the quality of its programs in a period of serious financial constraint seems still largely unanswered. Private support may well prove to be one key. Another may be in a combination of selectivity and productivity.



# SUPPLEMENT

## Sources of Cost Increase

Enrollment in the fall of 1972 continued to level off, declining slightly from 1971. Fall quarter head-count enrollment was 49,929 compared with 51,449 in 1971. These figures do not include the thousands of additional students enrolled in Continuing Education and Extension classes or Summer Session.

With enrollment decreasing, why, then, do costs continue to rise so rapidly?

The University can isolate several important and interrelated factors.

(1) There is the fact that education is a service intensive enterprise. In industry, increases in cost are partially offset by increases in productivity made possible by automation or other innovations. Education has not developed methods of accomplishing similar increases in productivity except to increase class size. But much teaching cannot be handled effectively in large lecture situations; it requires personal interaction and even one-to-one contact. This is especially true of education at the graduate or professional level—areas in which the University is doing an increasing amount of its instruction.

(2) Inflation is a factor that is closely related to the fact that education is service intensive. The higher the rates of inflation, the more profound the impact of this first factor. As inflationary pressures increase, pressure to increase salaries also grows. The higher the inflation, the higher the salary increase must be. So the University, with about two thirds its costs in salaries, is hit hard by inflation. Production line industries can offset costs of inflation by production increases and are thus not as hard-hit by periods of high inflation.

(3) The University must maintain its programs, regardless of slight drops in enrollment. Institutions of higher education are now faced with the opposite of the situation they faced during periods of growth when they achieved economies of scale. A simple illustration can show what is involved. As enrollment generally increased, a class section might increase from 20 to 25 students with the only cost increase being that of processing the additional records. The instructor's salary and most costs remained constant, while tuition income and Legislative appropriations, which were usually tied closely to enrollment, increased about 25 percent. Now the process has reversed. The class section is dropping from 25 to 20 students, with a decline in tuition income of 20 percent and widespread pressures to decrease appropriations to institutions of higher education by a straight arithmetic formula. But costs—because of inflation and salary increases—continue to rise while the sources of income decline. Hence the budgetary crunch that exists for many institutions of higher education.

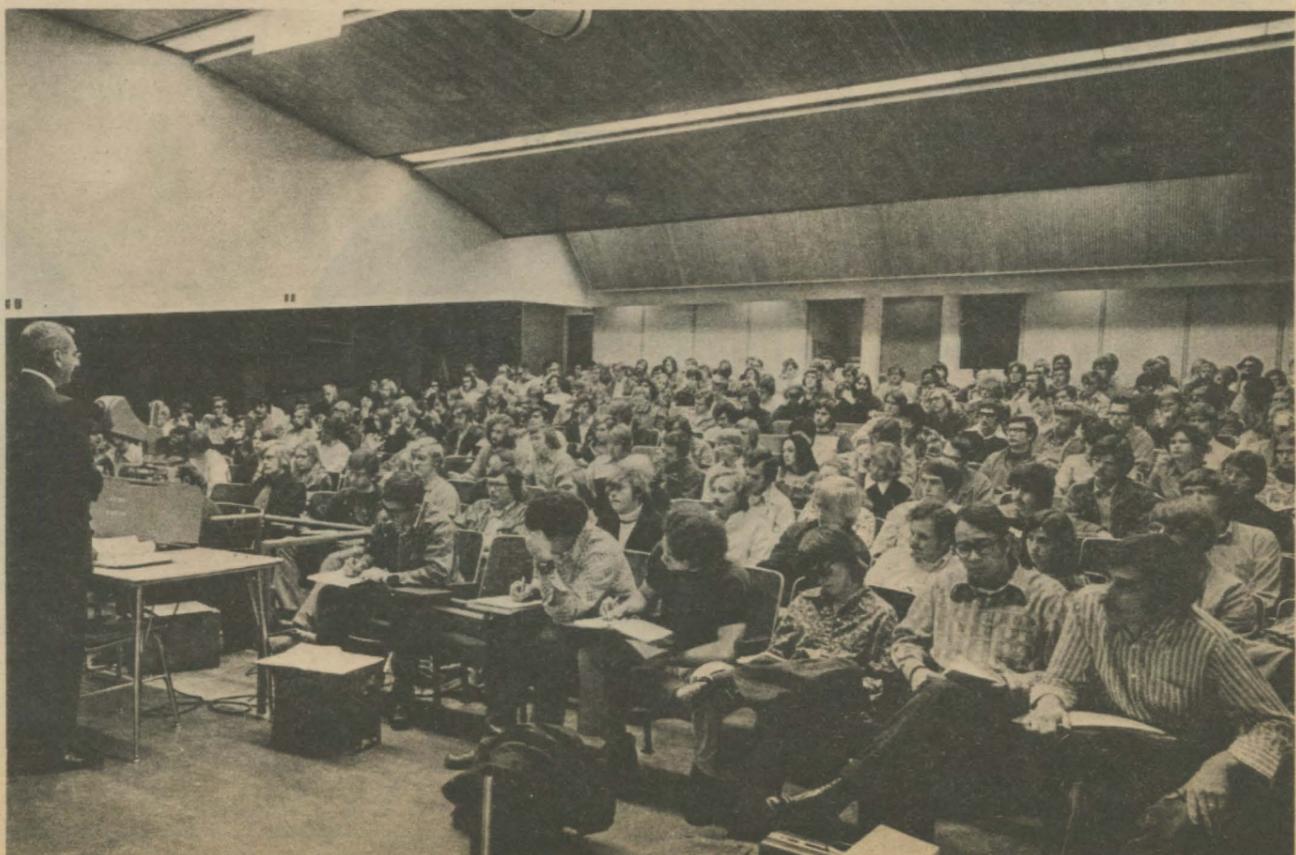
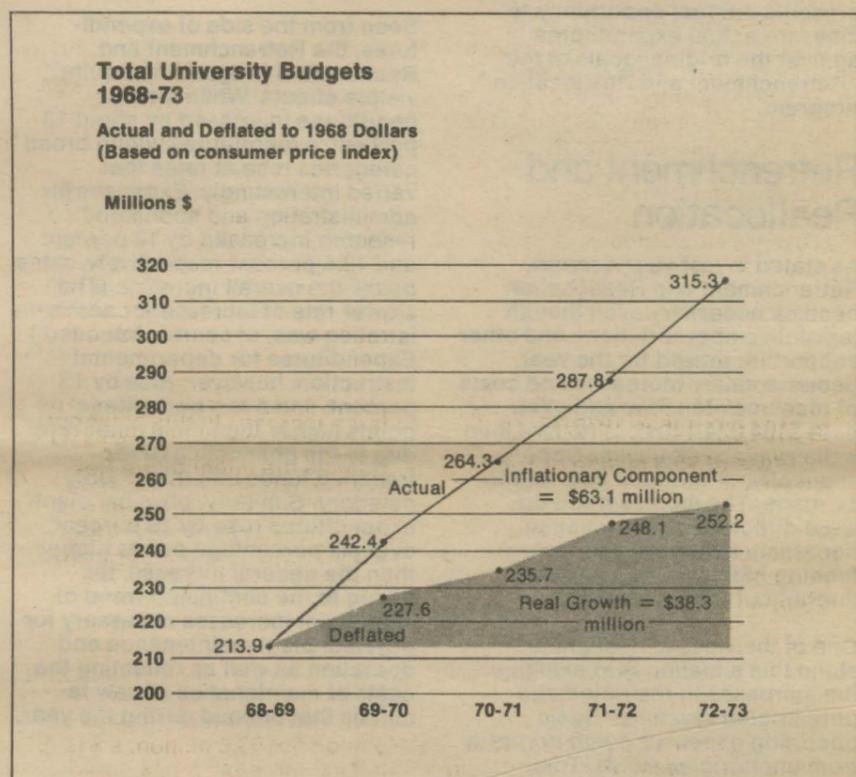
And because University programs are frequently highly specialized and unique, class sections usually cannot be combined. The maximum flexibility in this situation is in lower division instruction, where perhaps 20 sections of a fundamental course can be reduced to 16 to compensate for decreased income. But if the 20 sections are all separate and unique programs,

there is no way to decrease the number except to eliminate curricular offerings. Rather than being able to eliminate programs, the University is more often forced to add new offerings, simply because the growth in knowledge continues at a rate that can only be termed explosive.

This is the basic funding dilemma faced by most institutions of higher education at this time, particularly by institutions that offer high percentages of graduate, professional, and unique educational programs where flexibility is minimal.

Inflation, isolated as a single factor, has had a profound impact on the total University budget. During the period from 1968-69 to 1972-73, the University budget has increased from \$213.9 million to \$315.3 million, an increase of \$101.4 million. This amounts to a startling 47.4 percent increase in only five years. But if the dollars are deflated to 1968 levels so that real growth can be measured, the budget has grown to only \$252.2 million, an increase of \$38.3 million or 17.9 percent.

The graph below details the impact of inflation.



# FINANCIAL REPORT

## Summary of Revenues and Expenditures

Total income for 1972-73—exclusive of funds for construction projects—rose to \$315,288,676 from \$287,847,857 the previous year, a \$27.4 million increase, or approximately 9.5 percent.

The largest dollar increase came from University sources, which include tuition and income from University Hospitals and from housing and food services. Income in these categories rose from \$117.0 million to \$127.2 million, an increase of \$10.2 million. The largest part of this increase came from hospitals, auxiliary services, and sales and services of educational departments, whose income rose from \$50.3 million to \$57.0 million, a \$6.7 million increase. Tuition income rose by approximately \$1 million despite the slight enrollment decline already reported.

The State Appropriations for general operations and maintenance rose from \$98,729,666 in 1971-72 to \$104,034,146 in 1972-73, an increase of \$5.3 million or 5.4 percent. This lower rate of state revenue increase, compared to the overall revenue increase of 9.5 percent, explains why the state percentage share of total funding dropped from 34.3 to 33.0 percent.

The largest percentage increase came in federal support, which rose from \$51.5 million in 1971-72 to \$60.5 million, an increase of \$9.0 million or 17.5 percent. This dramatic reversal of the decline in federal support noted last year was an encouraging sign, but there are indications that it may not be sustained.

Also encouraging were the increases from other sources, including gifts, grants, and endowment income. Total revenues in these categories rose to \$23,593,643 from \$20,611,401 in 1971-72, an increase of \$3.0 million or 14.6 percent. This is the result of increased gifts from corporations, foundations, and individuals. In the last three years, this category of support has risen from \$15.1 million to \$23.6 million, a 57.8 percent increase. The Office of Development continues to coordinate and direct this concerted effort to increase private support to ensure and enhance the University's margin of excellence.

### Expenditures

Total cash expenditures for current operations for 1972-73 rose by almost \$35 million, from \$271,636,002 in 1971-72 to \$306,543,940, an increase of 12.8 percent. The difference between the total income (\$315.3 million) and the total expenditures (\$306.5 million) reflects the University's use of a cash flow and encumbrance accounting system. That is, encumbrances are not treated as expenditures until an invoice is paid. The decrease in this dif-

ference, from \$16.2 million in 1971-72 to \$8.7 million in 1972-73, is due to decreases in the volume of encumbrances, transfers between operating and other fund groups, improved payment schedules, and accrual of expenses.

A large part of the \$8.7 million this year is accounted for in transfers of funds out of current funds accounts. For example, funds were transferred from auxiliary funds to plant funds for debt service and deferred maintenance.

Regarding routine expenditures, the largest increase came in the general educational expenditure, which rose from \$173.9 million in 1971-72 to \$209.0 million in 1972-73, an increase of \$36 million or 20.7 percent. This large increase also resulted in an increase in the total percentage of funds expended in this category, which rose from 69.6 percent to 70.1 percent of the total budget. The large increase in this category reflects the intent of the Retrenchment and Reallocation program, which was to free up all available funds to meet basic expenses and to fund priority programs.

Of the funds expended in the general educational categories, the most significant increases came in departmental instruction and research. This rose from \$83.2 million to \$95.6 million, a \$12.6 million increase or, as noted above, about 15 percent.

### Physical Plant Costs

Physical plant operations expenditures also increased dramatically, rising from \$16.8 million to \$20.0 million in 1972-73, an increase of \$3.2 million or 19 percent. The previous year, plant operation costs rose at a much slower rate, increasing by only \$1.1 million or 7 percent. The more rapidly increasing rate was due to a number of factors, the chief one being the number of new buildings brought into operation during the year. Also included in this accounting are carry-forward costs from the previous year. Rising fuel and materials costs and labor cost increases also added to the accelerating rate of increase. Costs increases in these categories continue to be a major factor in increased educational costs. In January 1973, the University estimated in its legislative request that an additional \$6.8 million would be needed in the next two fiscal years to cover rising plant operation costs.

### Sponsored Research

Sponsored research expenditures (excluding budgeted departmental research) rose from \$39.8 million to \$45.0 million, an increase of \$5.2 million or over three times the previous year's increase.

Sponsored research expenditures increased in all categories. The largest dollar increase again came in the health science areas, in which expenditures rose from \$18.4 million to \$20.9 million, a \$2.5 million or 13.6 percent increase. Almost as large an increase came in general research programs expenditures, which rose from \$6.9 million to \$9.0 million, a \$2.1 million or 30.4 percent increase. Other research programs had slight increases. Research expenditures in technological areas reversed the drop from the previous year, rising by \$0.4 million to \$9.1 million. However, this is still \$0.6 million below the 1968-69 level and does not take into consideration the dramatic inflation that has occurred during this five-year period.

The major revenue increases to support these higher levels of research came in two areas—federal and private monies. Federally supported research expenditures increased by \$3.4 million or 11.6 percent, while privately supported research expenditures rose by \$1.1 million or a full 20 percent.

Auxiliary service expenditures again rose, from \$34.7 million in 1971-72 to \$36.8 million in 1972-73.

This \$2.1 million increase in auxiliary service expenditures, amounting to 6.0 percent, was due in large part to inflation on goods and services purchased and to wage increases.

Student aid expenditures rose from \$8.4 million to \$9.9 million, a \$1.5 million or 17.9 percent increase. This was almost four times the increase for the previous year in the student aid category.

A part of this increase was due to special legislative appropriations and the reallocation of funds into this category to meet rising student needs.

### Student Aids

The University provides financial assistance to students in several forms including scholarships, fellowships, loans, and part-time employment opportunities.

According to a report issued by the Office of Student Financial Aid, total direct aid throughout the entire University grew from \$18.8 million in 1971-72 to \$19.7 million for the fiscal year ending June 30, 1973. (This does not include an additional estimated \$19 million provided each of those years through part-time student employment opportunities at the University.) Over half these aid funds, however, were in the form of federally guaranteed student loans. More students are finding it necessary to borrow increasingly large amounts of money to complete their education. In addition, more students are taking part-time jobs: a recent national survey indicated that about one third of college freshmen now have part-time jobs, up from only one fifth a few years ago.

The \$19.7 million granted or loaned to students during the year (an increase of only 5 percent over 1971-72 aid) is a sizable amount. In fact, this amount equals approximately two thirds the total tuition money the University collects. But tuition is only a part of educational expenses—room and board and books are the other major items. In terms of the total University-wide picture, tuition income and the amount of aid made available each rose by about \$1 million total. This meant, in effect, that no additional aid was available to students *over and above* tuition payments. In other words, while increases in aid covered increases in tuition, the total aid available did *not* increase enough to cover any other increasing costs faced by students (viewed as a group, not individually). This meant that many students were on tighter budgets, had to look for part-time job supplements, or—if possible—had to borrow more.

The level of student indebtedness continues to be a source of concern to University officials. A 1971 survey showed graduating seniors had average debts of \$2,068, with some cases running much higher.

The burdens placed on individual students by rising educational and related costs continue to be an important factor in considering both financial aid programs and possible tuition increases. If aid does not keep pace with the rising costs, more and more potential college students will find themselves unable to attend. For this reason, the University has attempted to keep tuition increases to a minimum even though increased tuition rates would generate greatly needed income to cover rapidly rising educational costs.

# FINANCIAL REPORT

## Endowment

Endowment funds of the University are segregated into three separate pools for administrative control and investment management. Almost all investment decisions are made by professional investment managers a policy authorized by the Regents at the end of 1969.

During the fiscal year 1972-73, the situation in the stock market and the bond market was particularly difficult, and the net return on the University's portfolios was, as would be expected, less than the long-term goal of 9 to 10 percent annually. However, total return since the inception of the new program continues to approximate its objectives, and performance of the portfolios during the past year is not outside the expected range placed on the accounts.

It should be noted that despite relatively good performance over the past three and a half years the University's endowment portfolios do not show an acceptable level of return over longer periods—a factor which was paramount in the Regents' 1969 decision.

The largest of the endowment portfolios is the Permanent University Fund, which showed a market value of \$46.4 million on June 30, 1973, and a net market decline of 8 percent in the fiscal year.

The Group Investment Fund declined 8 percent, with a market value of \$35.8 million, and the Separately Invested Funds increased 1 percent, showing a market value of \$3.0 million at year-end.

Despite the difficult year, those in charge of University investments are convinced that the program is evolving as expected, and that over the years the University will be well-served by the efforts of the past few years.

## Buildings

Expenditures of Plant Funds (used exclusively for building and remodeling) totaled \$51,557,019 in 1972-73, up from \$45,962,659 the previous year.

The State of Minnesota continued to provide the largest portion of these funds, contributing \$35.7 million or about two thirds. Federal support amounted to \$10.4 million. University sources, including transfers from current funds, amounted to \$8.3 million, with the remaining amounts expended coming from trust funds.

Again, the Health Sciences expansion accounted for a major share of these expenditures. Over \$22.9 million was expended on Unit A of the Health Sciences complex, bringing it near completion.

Other expenditures on buildings brought the Minneapolis total to \$31.7 million and the St. Paul total to \$7.3 million, for a grand total of \$39.0 million expended on the Twin Cities campus. The Duluth campus total was \$6.6 million, the Morris total \$3.2 million, and another \$2.8 million was expended at Crookston, Waseca, and various branch stations.

Major Minneapolis building expenditures included \$1.0 million on the Rarig Center for the Performing Arts, \$1.3 million on the West Bank Auditorium Classroom Building, and \$1.0 million to complete an addition to Elliott Hall.

In St. Paul, major projects included \$2.0 million expended on the Biological Sciences Center and \$1.3 million on the Meats Processing Laboratory.

New building expenditures at Duluth included \$1.8 million for the Reception Center for Residence Halls Food Services, about \$1.1 million on the Theatre Building, and approximately \$1.2 million each on student housing and a classroom and laboratory building.

The major expenditures at Morris were \$2.0 million for Phase I of the Humanities Building and \$ .7 million on physical education facilities.

Remodeling and improvements to Kiehle Hall at Crookston were one of the major expenditures there, while improvements made on the Learning Resource Center at Waseca constituted the major expenditure at Waseca.

## Editors Note:

In order to achieve substantial savings on printing costs the complete **Financial Report** is not being distributed to as large an audience this year and the University is instead summarizing the **1973 Financial Report** through existing publications such as **Report** (for internal audiences) and **Update** (for external audiences). This special supplement contains the complete prose section but does not include other charts and graphs. Persons who desire a complete copy of the **1973 Financial Report** should request one from the Business Office, Administrative Services Bldg., University of Minnesota, St. Paul, Mn. 55114.

## Statement of Current Funds Revenues Expenditures and Other Changes

Year Ended June 30, 1973

	June 30, 1973			June 30, 1972
	Unrestricted	Restricted	Total	Total
<b>Revenues:</b>				
<b>EDUCATIONAL AND GENERAL:</b>				
Student Tuition and Fees	\$ 28,852,974	\$ 443,074	\$ 29,296,048	\$ 28,251,985
Government Appropriations:				
State	82,120,876	21,913,270	104,034,146	98,729,666
Federal		6,658,105	6,658,105	5,653,365
Sales, Services of Educational Departments	17,344,994	39,675,170	57,020,164	50,325,201
Endowment Income		1,426,142	1,426,142	1,062,040
Contracts, Gifts and Grants:				
Sponsored Research		38,643,294	38,643,294	33,662,847
Other Current Purposes		26,274,267	26,274,267	22,868,353
Other Sources		774,341	774,341	817,216
<b>TOTAL EDUCATIONAL &amp; GENERAL</b>	<b>\$ 128,318,844</b>	<b>\$ 135,807,663</b>	<b>\$ 264,126,507</b>	<b>\$ 241,370,673</b>
Auxiliary Services	\$ 40,854,505	\$	\$ 40,854,505	\$ 38,403,003
Student Aid:				
Gifts and Grants		10,137,486	10,137,486	7,597,996
Endowment Income		170,178	170,178	476,185
<b>Total Revenues</b>	<b>\$ 169,173,349</b>	<b>\$ 146,115,327</b>	<b>\$ 315,288,676</b>	<b>\$ 287,847,857</b>
<b>Expenditures:</b>				
<b>EDUCATIONAL AND GENERAL:</b>				
General Administration	\$ 5,767,932	\$ 817,311	\$ 6,585,243	\$ 5,879,677
General Expense	5,613,343	550,785	6,164,128	5,401,225
Instruction & Departmental Research	69,598,637	25,982,398	95,581,035	83,165,250
Libraries	4,851,628	1,043,124	5,894,752	5,221,912
Organized Activities Relating to Instructional Departments	5,837,173	37,414,994	43,252,167	38,264,366
Extension and Public Service	7,863,454	18,627,542	26,490,996	23,925,616
Budgeted and Sponsored Research	4,618,747	45,530,331	50,149,078	44,557,695
Physical Plant Operations	19,482,043	484,299	19,966,342	16,753,303
Student Services	5,551,863	351,057	5,902,920	5,332,140
<b>TOTAL EDUCATIONAL &amp; GENERAL</b>	<b>\$ 129,184,820</b>	<b>\$ 130,801,841</b>	<b>\$ 259,986,661</b>	<b>\$ 228,501,184</b>
Auxiliary Services	\$ 36,506,846	\$ 126,501	\$ 36,633,347	\$ 34,731,001
Student Aid	872,502	9,051,430	9,923,932	8,403,818
<b>Total Expenditures</b>	<b>\$ 166,564,168</b>	<b>\$ 139,979,772</b>	<b>\$ 306,543,940</b>	<b>\$ 271,636,003</b>
Transfers, Increases (Decreases) in Obligations and other Adjustments	\$ 2,609,181	\$ 6,135,555	\$ 8,744,736	\$ 16,211,854

Prof. Luther Gerlach



## four emerging factors crucial to our future

—by luther p. gerlach, professor of anthropology

### i. introduction

Four interacting issues or factors are emerging to dominate present concerns and shape movement into the future. These factors are:

- (1) the issue of growth, limits-to-growth, and related resource and product shortages;
- (2) the rising perception of the gap between expectations and reality;
- (3) the growing perception that our society and environment is a system of inter-related parts which thus must be analyzed holistically and managed as a totality, and
- (4) the continuing and probably increasing pressure for grassroots participation in decision-making. I would like briefly to comment on the emergence of these factors and suggest some of their implications. This serves as a bridge between previous\* and present research on the dynamics of change in America.

### ii. context

Our whole lifeway in the U.S.A. is built around the principle of economic and related growth. For example, growth permits us to maintain the crucial idea of equality of opportunity and to achieve social-economic mobility. It enables us to use "lineal" (one problem, one solution) problem-solving methods and to ignore the systemic consequences of action. We equate economic growth with growth in civilization. We have considered it our mission to help others to accept the growth paradigm.

Now, various factors, including real scarcity, pollution, and global competition for food, energy, and land, cause us to question the growth paradigm. The growth and limits-to-growth issue is emerging as a key contributor to the process of fundamental change in our lifeway. Some other related issues include environmental protection, social justice, income redistribution, rich-lands-poor-lands controversy, the rise of multinational corporations and the decline of conventional colonization. Thus, the growth issue is far more complex than implied in the simple controversy over the computer projections of Forrester and Meadows.

### iii. development of the limits-to-growth issue in the u.s.a.

We can trace the development of the growth issue in the U.S.A. through various key stages since the 1950's and relate this to other aspects of the way we are changing. In the 1950's and early 60's, we sought to export the growth paradigm, and seldom questioned its utility. From the late 60's, various radical or counter-culture adherents challenged the growth idea. Some warned that it is incompatible with the rising concern for ecological balance. Some said we should feel guilty for exploiting so much of the earth's resources. Some felt that growth had made us become fat, lazy and overbearing.

By the early 1970's, a few specialists warned that the resources of the world could not support our continued exponential growth, let alone a proliferation of this growth model across the world. But, most people ignored these pronouncements or warnings; even if they paid them lip service, they realized that their lifeway was so locked into the growth model that change was an almost unthinkable threat.

Now, suddenly, we actually do find that world resource supply cannot keep up with world demand and our demand. And we find that political and economic events beyond our control, such as the Mid-East conflict and the balance of payments, also threaten that source of supply which fuels growth. We learn that we can no longer have our cake and eat it too. For example, we learn that it may be necessary to cut down on our consumption of meat and grains so that we can export more foods to pay for imported fuels. Suddenly, conservation has become the conservative and patriotic thing to do, instead of the slogan of fuzzy headed raddy-libs.

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"Suddenly, conservation has become the conservative and patriotic thing to do, instead of the slogan of fuzzy-headed raddy-libs."

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\* *People, Power, Change: Movements of Social Transformation*. Bobbs-Merrill Company, Inc. 1970.

*Lifeway Leap: The Dynamics of Change in America*. University of Minnesota Press. 1973.

Three sound, color 16mm films obtainable through Audio Visual Extension, University of Minnesota, illustrate this subject. They are: *People, Power, Change*, 28 min., 1968; *People Eco-Action*, 30 min., 1970; *Winds of Change*, 10 min., 1971.

Gisela Konopka now

photo by Tom Foley



## thunder and tranquility: reflections of a social worker

"We have been very romantic about the past. It was not as beautiful as some say it was. There have been some awful things."

Awful things—an understatement. Such as a young mother compelled by an unknown guilt to beat her son to "keep him from being as bad as I am."

Or pregnant women pulled from their homes and forced by soldiers to scrub the streets. Or a 19-year-old prostitute in a Minnesota workhouse, who tells a

bitterly short story. "I cannot remember anyone ever taking my hand except a man who wanted to sleep with me."

At 63, Dr. Gisela Konopka, group social worker, professor of social work, administrator, housewife and author of four books and almost a hundred papers published into more than ten languages, has seen and felt her share of pain.

And Gisela Konopka, who has also been at different times a steelworker, cleaning woman, nurse, prisoner of the Nazis, and a freedom-fighter on many different fronts, has also had her measure of joy and success.

"Years ago I worked with a pair of ten-year-old twins, one of whom was especially unhappy, who felt nobody ever listened to him, that he was worthless. He was often in a lot of trouble for stealing, often in the courts. The two looked very much alike, but I soon called each by his right name. I still remember this little boy looking up at me, absolutely surprised, and asking me, 'Do you mean you can distinguish between even us?'"

All of Gisela Konopka's life has been a constant training ground to "distinguish between" persons, to find the special somebody in everybody. Her pioneering in social group work, particularly in the study of adolescent girls, has led to international recognition.

One of her titles at the University is director of the Center for Youth Development and Research, which she helped found in 1969.

The Center's purpose is to bring together knowledge and skills from various disciplines, professions, and experiences to better understand and work with youth.

In addition to directing the Center itself, Konopka staffs some of its component projects, such as the consultation project with the Home of the Good Shepherd in St. Paul, a home for delinquent girls. Beyond that, she finds time to teach social work, keep up a demanding writing schedule, and occupy a host of advisory, committee, and extra-curricular positions.

"Working with young people is too often done with the left hand. It is not given its proper importance, it's something you do for a while before going on to something really important. We forget that we are working with the most precious goods we have.

"In Minneapolis young people have been frustrated for a long time. Some of the schools are rigid, based on what I call 'The Good German Influence': you learn, and if you don't behave you get knocked on the head by the teacher's ring. While I don't believe there is danger of brain concussion, the person it happens to gets the 'I-am-not-a-worthy-person' feeling."

Repression is not something new to Dr. Konopka. Raised in Germany before the rise of Nazism during the depression, she knows what poverty is. She remembers that only after a great deal of crying did her parents permit her to further her first love, her education.

It was during a break in her college life that she went to work in a Hamburg steelworks. There she first became involved with the youth movement that was then active in pursuing more rights for working people and other causes. Back at the university in 1933, Konopka was watched constantly by the Nazis. On the eve of an important examination, they ransacked her apartment, destroying her books and pieces of art.

She remembers bicycling to her examination and calmly vomiting in the bathroom.

"It was typical German efficiency," she recalls with a half-smile. She passed the test with honors.

Today she is hesitant to detail her harrassments, imprisonments, and flights from country to country. But her work has made it impossible to ignore any person's suppression.

"The treatment of young delinquents is almost unbelievable. There are still practices in our institutions which are similar to Nazi practices. We send these people far out to the country where nobody can really see what goes on.

"In one of our delinquency institutions the girls were in individual cells. A girl was not allowed to take a step outside the cell by herself. It was up to the person there in charge, euphemistically called a 'house mother.' The girl had to call, 'Mother, can I go to the toilet?' That's incredible for a 16-year-old girl. That's pushing her back into infancy and making her feel like a nothing.

"There were some Spanish-speaking girls there who weren't allowed to speak their language. When I asked why, the answer was, 'Well, they could talk about things we don't understand.' I had it on the tip of my tongue to say, 'Why don't you learn Spanish then?'"

"I'm not one of those people who say 'Ethnic is beautiful,'" Konopka says, "but language is important, something you grow up with. I could try all my life to lose my accent but I can't, my tongue moves another way. So I say 'Look, if you have children who speak Spanish and English, wonderful—you should honor that.'"

"The Center for Youth Development and Research was created partly out of frustration from my years of teaching and working with youth. I felt that different kinds of people working with youth were not communicating with each other, but were proceeding along strictly professional lines.

"I felt we had to develop a new kind of interdisciplinary, inter-departmental unit designed exclusively for research, education, and community action with young people.

"One of the Center's staff, Miriam Pew, has begun special meetings where she talks with the youngsters and then regular meetings where she talks with the parents. Then she brings them together, and for the first time they learn to talk to each other, because there's someone sitting there who doesn't say 'You're bad!' but really listens to them.

"It's a different way of thinking for them. They said, 'Where do

you people come from? What is this big university doing?' They are used to the University being an alien thing, terribly intellectual, a place where they use big words.

"They make discoveries. They find out that there is no such thing as *the University*. Forget the buildings, the books for a moment. There is really only people.

"One thing I am careful about is the cliches. 'All youth are this way, that way.' We must get ourselves loose from the stereotypes. We have to allow people not just to be themselves, but to be themselves in relation to other people. Otherwise you don't really care about them."

Doing and caring are the two things most apparent about Gisela Konopka. They explain where her time goes and what her visions are. She recalls the young Swiss woman who helped her make good her escape from the Nazis in 1941.

"I'll never know her name, she will never know mine, but she helped me when it could have meant her death."

And she spoke of another young woman she once met:

"We were sitting there, and she explained that she had taken some Lysol to kill herself, and I said, 'God, isn't there any memory that made you think you were somebody enjoyable, somebody's hand you held?' And she said, 'I can't remember that I ever held the hand of anybody, nor can I remember ever walking with anybody.'

"It is not impossible to be deprived totally of one's identity. Just the sense that you are no good if you come from a certain background. Some years ago a girl in an institution said to me, 'It's no use that I have any ambition because I'm just a dumb, dirty Indian!'

"These children were not wanted, they were pushed around. Too often societies do not know how to let young people be just people. They either put them up on a pedestal or they drag them down."

Konopka calls herself an optimist, which does not seem strange until one considers the things she has been forced to see in her lifetime. She spent several weeks in a concentration camp, and several times occupied different prisons in Germany, sometimes in solitary confinement, for her politics and her Jewish background.

She saw a woman forced to carry a heavy pail of water although her hands were broken. When she grabbed the pail from the woman, the guard did not object. She saw standing coffins used for punishment in one camp. She saw humans hunt humans and men force other men to run until their lungs burst.

Her path to America was filled with fear. She was so fearful for one period after she fled Czechoslovakia that she slept 22 hours a day, because she did not want to be awake if she were recaptured.

Since 1947, after several years in Pittsburgh, where she pioneered in the use of social group work in Child Guidance Clinics, Gisela and her husband Paul have lived in Minnesota, in what Gisela calls

"the peaceful time of my life." The two were separated much of the time before and during the war. Both had openly opposed the Nazis. After fleeing to France from Austria, at a time when she had given up all hope of their ever being reunited, a strange thing—Gisela says a miracle—happened.

Paul, who was also trying to escape, saw a friend of Gisela's ahead of him on a road. By complete chance, the friend knew how to locate Gisela. Refused marriage by a mayor sympathetic to the Nazis, it was not until the two arrived in New York that they finally married. Three days after they arrived, in fact. Paul still complains that he had not had enough time to meet any American women.

When she was working in Pittsburgh 30 years ago, there was one boy she remembered very well. He used to draw and they would talk. Not long ago he saw her name in a newspaper and called to ask if she was the same Gisela Konopka that he knew when he was just a young boy. Yes, she was, and yes, she remembered. She remembered him looking up one day from a drawing and telling her, "Oh Gisa! I'm not much of a talker! Can't you see what I'm doing?"

All her life Gisela Konopka has made it her business to see what people do, to know what they mean by the things they say and do. She has seen some of the most awful things people can do to one another, men to men, parent to child, and yet she has not altered her confidence in the goodness of people.

It is a kind of confidence that grows from hard work, hard thought, small steps and emotion. Most especially, hard work. Her belief might be compared to young Anne Frank's, who at 15 years of age, before being sent to her death at Bergen Belsen camp, wrote in her diary:

"I see the world gradually being turned into a wilderness. I hear the ever approaching thunder, which will destroy us too, I can feel the suffering of millions, and yet, if I look up into the heavens, I think it will all come right, that this cruelty too will end, and that peace and tranquility will return again."



Gisela Konopka then

## factors...

### iv. cross-cultural and historical context

The emerging limits-to-growth issue can usefully be compared with the "limited good" concept and steady state structure typical of many pre-industrial societies. Through such research, we have further evidence that the "expandable good" concept of the modern Western world is a recent invention associated with a fortuitous set of circumstances related to the industrial revolution. We see how concepts about "limited good" permeate all aspects of pre-industrial life, including ideas about reproduction, nutrition, land use, social interaction, and religious ritual. Case studies from Africa, Mexico, China, and medieval Europe provide good examples.

During the course of their existence, social evolution, and adaptation to their environment, these societies worked out ways of adapting to scarcity and controlling growth. We can learn from their example and get a better understanding of both the costs and benefits of "steady state" existence. Furthermore, many of these societies have recently jumped onto the growth band wagon, and perhaps we can learn how people adapt to sudden change in the growth mode, in this case from no-growth to expansion. We can also search out examples from across the world which will help us understand what happens when a society suddenly loses its ability to grow by exploiting its resources, given a certain level of technology and organization.

Presently, various specialists are seeking to project what a steady state society or world might be like by using the computer and simulation. It is useful, therefore, to refer to the actual case study evidence.

### v. the growth issue, system management, and citizen participation

Controlling growth, anticipating and managing the consequences of such change is becoming part of the proposition that we must manage our society and the earth as one kind of spaceship. This can be contrasted with the 1950's proposition that underdeveloped nations must break free from the social and cultural factors which bound them in equilibrium and prevented them from exploiting their environment.

Specialists now speak of the need to achieve a steady state. Most specialists of this persuasion imply that achievement of steady state means chiefly technological change based on recycling or using the computer to provide a more rational basis for decision making and social management. Some imply that we can substitute non-polluting "quality-of-life" for much unnecessary material consuming growth. A few say what is probably the awful truth, namely that controlling growth and seeking some type of steady state implies fundamental change in all aspects of the way we live, and that a transfer to steady state living and adaptation to scarcity may mean considerable national and international conflict. Yet others continue to debate over whether or not new technological breakthroughs will permit us to maintain or increase growth.

It seems reasonable to assume that emerging realities will cause specialists and leaders to seek to control growth by treating the community and societies as complex systems of interdependent parts. On the one hand, they will find it impossible to cope with emerging growth and related problems, using conventional lineal methods of problem solving. It will be necessary to understand complex interaction and interdependence to seek to analyze and cope with secondary and tertiary consequences of action. But such systemic or integrative thinking will itself generate new problems.

By thinking this way, increasing numbers of people will come to see that "you can't change just one thing." This will lead some to say, "therefore, don't change anything" and thus contribute to non-action. It will lead others to say "therefore, change everything." We can expect some of the "change everythingers" to draw authority from the presumed objective accuracy of the computer, and to seek to use new behavior and social management technology to persuade people to do that which systemic analysis shows must be done. We can also expect that citizens will detect in these control measures multiple threats to self and group interest and that they will mobilize in myriad small groups against such management attempts. In anticipation of, or response to this, various change-oriented leaders and people will seek to increase the extent and effectiveness of citizen participation in social change efforts, or will seek to help citizens perceive alternative choices and anticipate future consequences of such choices. Under certain conditions, this could generate innovative social mutations which lead to desirable and probably unexpected social-cultural evolution.

One condition of such success is that all parties share some common understandings about the structure and function of social and ecological systems, and the dynamics of social evolution. Another condition is that they understand the capabilities and the limitations of two contrasting modes of system change: (1) a "top down" centralized approach using a master plan to achieve specific goals, and (2) a segmentary, polycentric and networked approach which develops plans in accordance with emerging tendencies.

The centralized approach can be conceptualized as a pyramid; the segmentary many-headed approach can be seen as the proliferation of many different small scale attempts to make change. Our research shows that such varied attempts are not formless or inefficient as some may think, but that instead they interweave to provide a basis for coordinated action and shared understanding. The centralized approach may be useful in generating rapid change to meet crises and accomplish short range solutions.

But it can lead to erosion of personal freedom, the rise of totalitarian control and the stifling of innovation. As we describe in our new book, *Lifeway Leap: The Dynamics of Change in America*, the segmentary polycentric and networked approach protects or enhances individual freedom and facilitates social exploration necessary to find the best route into the uncharted future.

## mozambique...

The Africanization of the Portuguese in Mozambique is only one part of the story in Isaacman's book, but it is perhaps the most striking of his findings. The racial complexion of the Portuguese "continued to darken each generation," he said in the book. It became common for the Portuguese "to dress in loincloths, to employ local hunting and fishing techniques, to eat African foods, and to live in an African style home."

Even more important, he said, was the change in the world views of the Portuguese. Belief in witchcraft became almost universal. New religious forms were created from the fusing of Catholicism and so-called pagan rites.

The cultural impact of the Portuguese on the Zambesi people was "minimal," Isaacman said. "Indeed, as a group, they were essentially the converted rather than the converters. The principal Portuguese contribution seems to have been the introduction of certain material goods."

The book is dedicated "to my wife Barbara" and "to the people of Mozambique." Isaacman made clear that his sympathies were with the people of Mozambique in their fight for liberation from the Portuguese.

Isaacman is now writing a book based on oral traditions he collected a year ago in Zimbabwe (Rhodesia). He went to Zimbabwe because it is there that some of the Mozambique resisters went after they fought a war in 1918 and were defeated.

What the new book will seek to do, he said, is "show that there is a long and continuous pattern of resistance on the part of Africans and Afro-Portuguese. The current liberation movement has antecedents that go back as far as the 17th century."

The same commitment that took Isaacman to Mozambique and Zimbabwe is reflected in his teaching. In his classes, he said, his main concern is to make students aware of the complex nature of African society.

"I try to destroy the Tarzan myths held by most Americans. I want to make the students cultural relativists who appreciate the value and dignity of other people's life styles."

—by maureen smith



## eric...

We had a very special meal brought in from his favorite restaurant, a seven course Italian dinner. One half hour before, Eric could "no longer stand the pain" and had his first taste of narcotics—thank goodness we had the codeine on hand. My husband brought him downstairs for our candlelight dinner and Eric proposed a toast: "To the happiest but most miserable birthday of my life." He was grumpy at first but as the dinner progressed, so did his spirits. He stuffed himself telling us that he had been dieting for a week looking forward to this occasion; we had thought he hadn't felt well enough to eat.

On Dr. Martinson's third visit, Eric wanted us to stay and talk with him for a longer period of time. He had begun to have confidence in her and looked forward to her visits, as I did.

It wasn't a matter of her being "company" for him—he could have had plenty. But he had gotten intolerant of most visitors, even those he normally dearly loved, their bedside manners more tiresome than pleasing. I too did not always appreciate visitors; I didn't have the time to sit around and chat and was extremely vulnerable to their words, or sometimes their obvious avoidance of certain subjects, which would set my mind in turmoil.

Dr. Martinson told me she would come more often the next week as she thought we were getting closer to the end.

The following Sunday, the relatives came over for Eric's usual birthday celebration. Once the party got going, his tension earlier in the day seemed to disappear, although he didn't want candles on his cake as "wishes don't come true." But afterwards, he was back in his moody state of mind.

I had been considering for some time telling him that he was going to die, ever since he had confronted me, over a month ago, with the statement, "I want to go to heaven." I wasn't prepared for him that time but now felt I had to tell him in hopes of relieving that deep frustration of "not getting better"; that he wouldn't be like that for the next 65-70 years, a normal lifespan; that soon peace would be his.

I reminded him of what he had said and asked if he really believed in a better life to come. He said he did but "I've spent 4-5 years working on my collections—stamps, rocks, shells, butterflies, flowers, leaves. If I went to heaven, I'd have to start all over!" We talked and talked, for 45 minutes, but he wasn't being receptive to the big announcement I was going to make so I let it go at that. He didn't really want to die but sometimes life was so hopeless for him.

Subsequently, there was a marked change in his mood; he was more relaxed and compatible, which my husband noticed also though he hadn't known at the time what our conversation had been.

By Dr. Martinson's fourth home visit, Eric had noticed the "spots" on his feet for the first time and asked me, "What are those black things stuck to my feet?" The capillary leakage had been noticeable for over a week by then but in my haste getting him ready for school that day, I hadn't been careful about his not seeing his feet. I told him it was a little bruising and then he got distracted as his homebound teacher had arrived.

He later told me he felt like a monster, "All the monsters in the horror movies have spots."

Dr. Martinson and I again talked about drug management, the possibility of Eric's death at home, and what could happen.

My husband and I were beginning to wonder if what we were doing was best for Eric. He had been a very creative child and there were a number of things he wanted to do but his arms and hands were getting more and more useless. He would spend hours trying to get one stamp in his stampbook, and he was so particular, it had to be just perfect. And we couldn't help—he wanted to do it himself; he hated being so dependent on us. Frustration was getting the best of him. He had seen all the re-runs on television; spent hours listening to the talking book records he received from the Minnesota State School for the Blind and Handicapped; loved school, even if it had to be at home; but his active mind was exasperated with that inactive body. We tried everything we could think of but the days were long and he would get despondent. We wondered if the hospital personnel would be better equipped to keep him satisfied; if occupational therapy would have better resources for him.

Dr. Martinson would constantly reassure us that his care was as good, if not better, than he would receive in the hospital. And how I needed that reassurance—I knew Eric wanted to be at home but I was by no means all that confident that I was enterprising enough to handle it.

The next day, Eric's coloring seemed to have changed markedly and his vision was deteriorating. He was concerned about the physical therapy sessions we hadn't been continuing and wanted me to exercise his legs, though he needed codeine shortly after for the pain.

For the first time, he said he didn't know if he wanted school the next day as he didn't want to be too tired when Dr. Martinson came because "I like to talk to her about my problems." But he did have school, even with the added handicap of confused speech.

His speech was markedly worse the next day, which he wanted me to explain to his teacher so she wouldn't tell him the answers before he could say it right. His teacher remarked, after their class, that he had some of the answers for his math before she even had the problems completely written out. He was as mentally alert as ever and his alertness never did deteriorate.

Eric now wanted me with him more. He said no one else understood what he was trying to say. It was very difficult to understand him unless we had some idea of the general subject. But it was even more of an advantage having him at home—how could complete strangers understand his utterances to care for his needs?

The pain had increased; the codeine dosage was doubled.

I had slept on the floor in Eric's room for the last two nights as he was afraid we wouldn't hear him if he called, because he was so weak, and seemed to need the security of having me near.

When I attempted to give him his medication in the morning, he was unable to swallow, hadn't the strength to sip water through a straw, could barely open his mouth, and began vomiting. I called Dr. Martinson and she gave me some suggestions on administering his medication, none of which worked.

In the midst of all this, Eric decided he wasn't up to having school—how he even knew it was Monday amazed me but he had forgotten that his teacher had told us she would be unable to come.

I called the doctor to see if we could get shots for the pain, explaining that my husband had had some experience giving injections years ago while he was in the medics. I was sure Dr. Martinson would help so he said he would contact her and she called back, cancelling her appointments for the afternoon, and came out to the house.

In the meantime, school had been let out early and our daughter arrived home with big plans for a Thanksgiving party at our house for ten of her neighborhood friends. I explained that Eric was very sick and the party would have to be postponed. She asked me if he was going to die. It wasn't a question that took me by surprise—she had asked her father two days earlier and her conversations and expressions had been more and more centered around "dying." I told her that I thought Eric would die quite soon but that then he would go to heaven and be able to use his hands and walk and run and play and do all the things he had been unable to do for so long. She cried, and after thinking about it for a while, asked, "Can Eric come back then, after he's fixed in heaven?"

My sister had come out to help care for our daughter, as she always did when needed, though she had three young children of her own and a fourth on the way. She decided to stay the night.

I was physically and mentally exhausted—I hadn't slept well on the floor for the past two nights. The day had started badly and certainly wasn't getting any better. Dr. Martinson arrived but Eric was resting so she spent most of the time with me, helping me work through my feelings and frustrations. She suggested hospitalization but I didn't want that. I didn't want to let Eric down—even though I wasn't even able to cope with him at the time and his father had spent the majority of the day with him except when it took the two of us for Eric's needs.

Dr. Martinson left after about two hours, saying to call her when Eric needed the shots, as her home was within a short drive.

I called Dr. Kersey later for suppositories for nausea and vomiting and he again asked if I wanted to hospitalize Eric. I said, "I can't do that to him."

Dr. Martinson returned, to help administer the demerol, and as Eric saw her in the doorway of his room, he said, "No, no, I can't go with you. Mommy, mommy!" He thought she had come to take him to the hospital but we reassured him that he wouldn't have to go. With those deeply appealing words, we couldn't have betrayed him—and we were given the needed impetus to keep going. Dr. Martinson felt then that he knew he was dying because of the traumatic changes that had taken place in his body over the last 24 hours. His dying wish was to stay at home and it was the most clearly understood group of words he had said in the last few days.

next page

## eric...

She showed my husband how to give the shot and he did it, with her watching and encouraging him. He later remarked that she would have said he had done a good job even if he would have injected it upside down, which he appreciated as it was not easy for him in fear of hurting his son.

With Dr. Martinson's help, I had finally shaped up and once again was able to resume my place beside Eric. He asked me to stay and sleep in his room again which I attempted but couldn't sleep. I stayed with him until midnight, at which time his father took over and stayed with Eric until 4:00. I awoke at that time, after a good sleep, and relieved my husband. As I entered Eric's room, I had the distinct feeling that he would die very soon as his breathing was very labored and Dr. Martinson had said she thought his breathing may get very erratic at the end.

I sat by his bed and he held my hand. I asked if he needed anything and he said, "no." An hour later, I thought he was finally resting more peacefully as the difficult breathing wasn't evident. I lay on the floor to get some rest but as I lay there, I listened for his breathing but couldn't hear it so got up to check. There was no more breathing or heartbeat; Eric had died while holding my hand, at peace at last.

For the last time, I held my son, told him how very much I had loved him, and that "Jesus will take care of you now."

I got my husband and we returned to Eric's room. I gently wiped the side of Eric's mouth which led my husband to comment, "Thank God, he no longer hurts when he's touched."

The dreaded fear, death, wasn't ugly like I had thought it would be—Eric was at peace. We, too, had a feeling of peace—Eric's problems were over and we did not have to bear the guilt of not having done all we could for our son, besides having to bear his loss, which was in itself more than great enough a burden.

Dr. Kersey came, after arranging for an ambulance, and Eric's body was taken from home but "our Eric" didn't have to go away to die.

This was by far the most difficult task of our lives—but also one of the most important. For us it fulfilled a need. We were able to give Eric what he wanted—there had been so little we or anyone else could do for him—at least we could do that.

Although we had the determination, once we knew what we wanted, it would have been impossible to have made it through the end without Dr. Martinson. Her only compensation was our eternal gratitude for her help.

Now, many months later, we still have our bad days and moments—there is still an emptiness, especially on Sundays, our "family day," and the days when we do the things we used to do together. A great part of our life was taken from us. How we miss that beautiful smile that could brighten up our world as well as the sunshine; that inquisitive, searching mind and wit that we were hardpressed to compete with, and that love that only a child can give so fully. But we know that Eric now has peace and we have a beautiful daughter of which there is no duplicate. We'll make it and some day, by God's grace, we'll all be together again.

In the memorial service for Eric, the minister concluded with, "A child shall lead us." It was so true, Eric did lead us with his great courage, love, and faith. I no longer fear death itself, but I'll never be able to accept human suffering. I've seen more than I ever want to see again, and most of it was mental pain, not physical.

No matter if it's the culmination of a full life or a life shortened much too soon, does death have to be terrifying? There are many to rejoice and aid in the event of birth, as with a patient that can be helped, but for those going through the frustration of "not getting better," when science and the masses, sometimes even family and friends, who can no longer face them, have deserted—could there be a greater challenge or need for help?

This may not be the answer for every family, but it was most definitely so for us and we feel it could be for a great many others if given the aid, means and support to carry it through.

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## stars and men...

Thus several prophecies were fulfilled, among them the highly unusual astrological combination of Jupiter, the king's star, and Saturn, the star designated in ancient Jewish lore as the shield of Israel, and therefore the star of the Messiah.

Kaufmanis flipped open his well-worn appointment book, jammed with notations in tiny script. On some days he gives as many as three talks.

"I hope Senator Coleman doesn't find out about this," he said, smiling.

But Kaufmanis' moonlighting, if he will forgive the expression, is of a different nature than most. He doesn't go around talking about the star of Bethlehem to "prove" a biblical reference, but to get people interested in astronomy. Which of the two is the more profound line of work is a moot question.

"I am not a philosopher," he says, "I am most definitely not a philosopher."

He says he is not a philosopher, but he seems to have a special feeling about the universe he describes from day to day, something like the feeling of a translator of a very difficult, inexhaustible book.

"It is a great machine put into motion," he says. "A most perfect machine."



"The light of a comet is reflected sunlight," Dr. Woolf said, "not the comet itself. One way to get an idea of what a comet is would be to imagine the dust caught in a flashlight beam, or the smoke illuminated by a projector beam in a movie house.

"I can never say what might be the most marvelous thing to be discovered. The most marvelous is the most marvelous because it's so totally unexpected. Our hopes are to find out what kind of ices are to be found on Kohoutek, including, perhaps, a strange kind of methane ice.

"Comets seem to break up as they pass into meteor showers. The meteorites are about a fraction of a millimeter in size. Other than that they seem to have no relationship with us. Just big strangers going by."

Kohoutek may, as Woolf suggests, not be the spectacle that Halley's comet was in 1910. Compared to the unbelievably brilliant explosion of a supernova, even Halley's comet would seem very tame. But for many, as it passes over our heads through the holiday season and through the beginning of the new year, Comet Kohoutek may awaken a kind of feeling about the universe they live in, a feeling that they had not had since they were children.

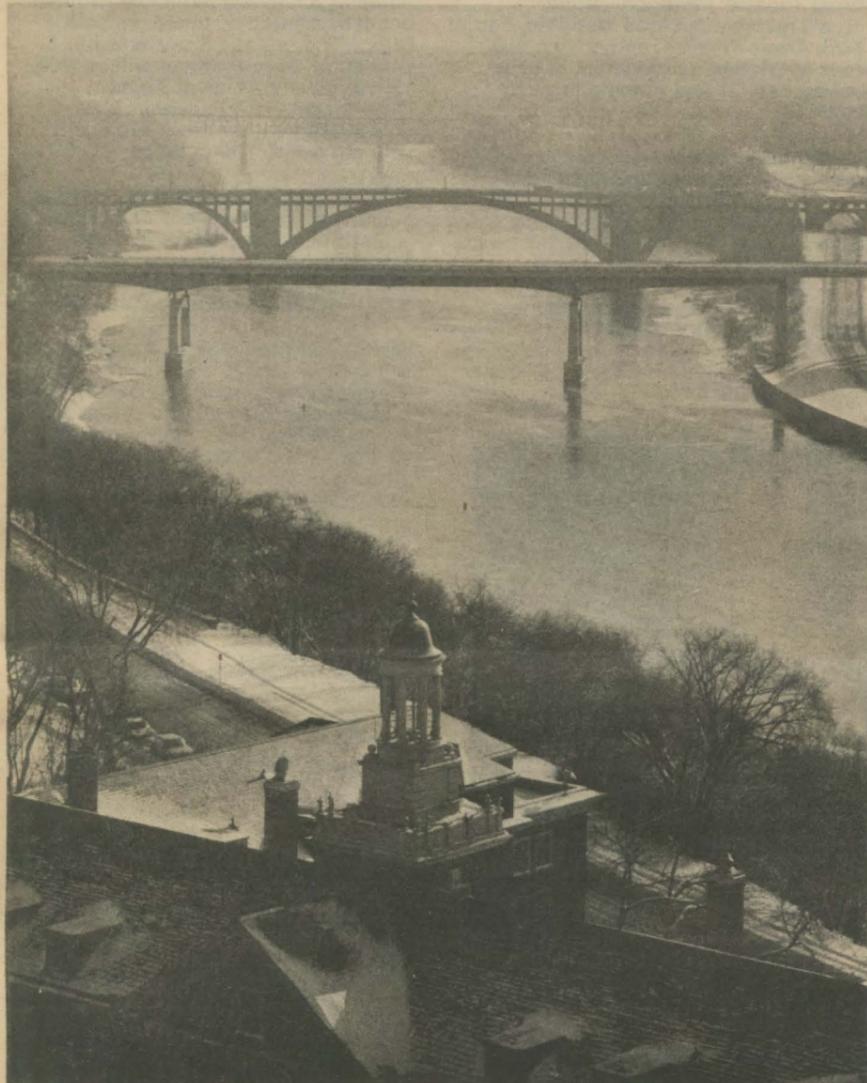
The big news in the world of astronomy these days is the approach, from millions of miles across the solar system, of Comet Kohoutek. The comet will be visible for perhaps a month through December and January. At the University, preparations have been made to take special advantage of the occurrence, including an airplane mounted with a special 36-inch telescope.

## OUR APOLOGIES . . .

. . .if you received more than one copy of **Update**. These things do happen, and will continue to happen, unless you help us out by clipping the address stickers from the front page and mailing them to us. We'll see to it that it doesn't happen again!

**Update**  
S-68 Morrill Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Powell Hall, three bridges,  
a river



## Departures

Regent **Fred Hughes** of St. Cloud announced his resignation from the Board, citing his disagreement with what he termed the Board's recent activist posture. He also cited his disappointment with the way President Moos' resignation was handled. Hughes, a Regent for twelve years will return full-time to his law practice.

University President **Malcolm Moos** has been elected to be the new chief executive officer of the Center for the Study of Democratic Institutions in Santa Barbara, California. He is expected to begin work there in July of 1974. The Center, established in 1959 to study ways of maintaining a free society under the changing political, economic, sociological and technological conditions of the 20th century, is a gathering place for scholars to present papers at conferences and seminars and publish occasional papers, books, and *The Center Magazine*.

In the meantime, Moos outlined for the Regents three major programs to provide an orderly transition between his administration and that

of the next University president. Moos said he would like to undertake a "systematic program review" of all the University's activities, conduct an "intensive study of University governance" and begin a "capital fund drive" to finance ten proposed "presidential lectureships" at the University.

Referring to his years at the University, Moos said, "This has been nothing but an immense, marvelous adventure."

**Rodney A. Briggs**, who was for nine years the chief administrative officer at the University of Minnesota, Morris, was named in September to be the new president of Eastern Oregon State College in La Grande, Oregon. Briggs had been executive assistant to President Malcolm Moos since 1971. From 1969 to 1971 he was associate director of the International Institute of Tropical Agriculture in Ibadan, Nigeria. He is looking forward to the challenges to be faced in the shift, at Eastern Oregon, from a teacher-education college to a liberal arts college.

Regent **Josie Johnson**, a member of the Board since 1971, announced in October that she will resign her position. Her husband, Charles Johnson, has been promoted by his employer and will be transferred to Denver. His appointment was effective Nov. 1.

## Arrivals

... the same day that Governor Wendell Anderson announced his appointment of a replacement for Regent Johnson, **Wenda Moore** of Minneapolis. Moore, an unsuccessful candidate in 1969 for the Minneapolis School Board, has also had experience as a member of the Governor's staff. Harry Davis, president of the Minneapolis Board of Education, praised Moore as "intelligent, understanding, very bright. You couldn't get any closer to Josie Johnson."

The Board of Regents, at their September meeting, named **Nils Hasselmo**, chairman of the Scandinavian department and director of the Center for Northwest European Language and Area Studies, to be the new associate dean and executive administrative officer in the University's College of Liberal Arts. Former CLA Dean E. W. Ziebarth described Hasselmo, who will succeed Economics Professor John Turnbull, as "a remarkably talented person, a fine scholar, an excellent administrator, and a dedicated member of the University community."

**Albert J. Linck**, dean of the College of Agriculture, has been named acting associate vice president for academic administration, President Malcolm Moos announced in September. Acting Vice President Harold Chase praised Linck's knowledge of the University and his ability to work with people. "I've worked with him on a variety of assignments and I know how good he is," Chase said.

Chase also had words of praise for newly appointed temporary Assistant Vice President **Shirley Clark**, when he said, "One reason I picked her is because of the great job she did as chairman of the Senate Committee on Faculty Affairs, where she moved things along in a way that impressed everybody." Clark's post is one of the highest ever held by a woman at the University.

Meanwhile, work on choosing a new president for the University is underway. Neil Sherburne, chairman of the Regents' search committee, says that anybody can recommend a candidate. "We hope to encourage anyone who has an idea of what kind of person we should hire to come forward so we can get as much input as possible," Sherburne said.

## Visitors

Political activist **Angela Davis** spoke on campus in September on behalf of the American Indian Movement. In her talk she called for an organized movement to support the Wounded Knee defendants and stated that the controversial trials may be moved to Minneapolis. Also attending were **Mark Lane**, author of *Rush to Judgment*, and AIM leaders **Russell Means** and **Clyde Bellecourt**.

Attorney General under Presidents Kennedy and Johnson **Ramsey Clark** visited the University in September. He told reporters that under his direction, wiretaps were used more sparingly than under the Nixon administration. He also said that no burglaries were authorized under President Johnson.

"It seems to me as if man will probably come through," was the way **R. Buckminster Fuller** expressed his optimism during an October visit to the University. Fuller, best known for his geodesic dome design, was in town for the opening of an exhibition at a downtown Minneapolis bank.

President Moos' announced Conference on the Presidency, held in late October, brought together 25 of the country's leading experts on the executive branch. They included advisors **McGeorge Bundy**, **George Reedy**, and **Theodore Sorenson**, historian **Arthur Schlesinger**, and reporters **John Osborne** and **Peter Lisagor**.

# update

Volume 1

Number 3

**Update** will be published once quarterly in spring, summer, fall and winter by the Department of University Relations, S-68 Morrill Hall, University of Minnesota. Mike Finley, editor. Tom Foley, photographer. Copies of **Update** are sent free of charge to parents of students, alumni, and other friends of the University.

Second class postage paid  
at Minneapolis, Minn.

### At Crookston—

On Jan. 24, UM-Crookston will host the Minnesota Orchestra's only performance to be given in northwestern Minnesota this season. Time: 8:30 p.m., place: Central High School gym.

Following shortly after that will be the annual Snow Days festival. Activities will include snow sculptures, a Snow Days dance, and other special entertainment.

### At Duluth—

Two major exhibitions mark the calendar at the Tweed Museum of Art. Opening Nov. 20 and continuing through Dec. 10 are a retrospective show of graphics by Will Barnett and "The North Woods," photographs by James E. Brandenburg.

Music department events include a concert by the UMD Orchestra on Dec. 4 and a Christmas concert by student choral groups on Dec. 9. Both programs are admission-free and will be held in the Kirby Student Center ballroom.

The Marshall W. Alworth Planetarium resumes its free programs at 2 p.m. Sundays. The topic for November will be comets, covering in particular Comet Kohoutek. Donald H. Jackson, associate professor, is in charge of programs.

High school musicians will be at UMD on Nov. 27 for the annual high school orchestra clinic. Students from two dozen area schools will spend the day rehearsing under Dr. Marvin Rabin, guest clinician from the University of Wisconsin—Madison. They will perform a free public concert at 7:30 p.m. in the Kirby ballroom.

The UMD Bulldogs' hockey schedule includes home games with Denver University Dec. 28-29 at 8 p.m. in the Duluth arena. Over the Thanksgiving break, UMD will host the annual Christmas City of the North Invitational Hockey Tournament at the Duluth Arena. This year the tournament pairs St. Scholastica, Rensselaer, Bemidji State, and UMD.

The basketball team meets with the University—Morris in its season home opener at 7:30 p.m. Dec. 1 in the Physical Education Building. Other dates are a tournament between UMD, Bemidji State, Lakehead University, and Bethel College at 6 p.m. Dec. 14-15, and the Danish Nationals at 7:30 p.m. Dec. 21 and 22.

### At Morris—

Two important shows are scheduled for exhibition this winter. The first, "Protest Prints, Pratt Graphic Center Prints from the Hubris Press," will run from Jan. 8 to 29. Opening shortly thereafter will be "Neo-Realism in American Painting," running from Feb. 4 to 28.

Other dates will be Dec. 3, when singer-composer John Hartford will appear; Jan. 30, featuring the Minnesota Chamber Soloists; and Feb. 8, "Music by Three," featuring harpsichord, flute, and violin. UMM's Third Thursday agenda will include a Jan. 17 presentation by the University's Chamber Choir. All programs will be in Edson Auditorium at 8:15 p.m.

UMM's performing arts program presents the Minnesota Opera Company in an operatic interpretation of Anne Sexton's *Transformations*, Feb. 13, Edson Auditorium. On Feb. 19, at 8:15 p.m., Laurence Campbell, pianist, will give a recital in Edson Auditorium.

A scene from the full-length classical ballet presented by the National Ballet of Washington, February 11.



### In the Twin Cities—

The long-awaited official opening of the Whiting Proscenium Theatre, along with the presentation of *King Lear*, will have to be awaited a little longer, until Feb. 21, to be precise. *The Canterbury Tales* has also been moved up to Nov. 25 and 26. It will be presented as the premier of the new Theatre of the Word in Rarig Center.

Other news from University Theatre: Moliere's *The Doctor in Spite of Himself*, Nov. 21-Dec. 2, Stoll Thrust Theatre; *The Cycle Plays*, Jan. 10-20, in the Experimental Theatre; *Your*

*Own Thing*, Jan. 24-Feb. 10, Stoll Thrust Theatre; Federico Garcia Lorca's marvelous *Blood Wedding*, Feb. 11-20, Arena Theatre; and at long last Frank M Whiting's production of *Lear* starting Feb. 21 and running through March 10.

Theatre-goers might also want to make a point of attending one of U Theatre's Workshop Productions, *The Renaissance of Barabe Barnes*, Nov. 28, 29, 30, and Dec. 1 and 2, in the Whiting Theatre.

For times and specific performance dates, please call 373-2337.

Plan now to attend the *Nutcracker Fantasy*, a fully-staged and costumed ballet presented by the Minnesota Dance Theatre and the Minnesota Orchestra. Performances will be Dec. 15, 16, 22, and 23, all at 3 p.m. Order tickets now to avoid disappointment for this traditionally sold-out event. Ticket office: 373-2345.

The Minnesota Orchestra will offer an evening of Berlioz Dec. 7 at 8:30 p.m. in Northrop Memorial Auditorium. Other Orchestra dates are Nov. 24 and 30, Dec. 7, Jan. 4, 11, 18, Feb. 1 and 15, same time, same place.

World renowned pianist Claudio Arrau will appear Jan. 25 at 8 p.m. at Northrop Auditorium, as a part of the Masterpiece Series of the University Artists Course. Due to perform Feb. 13, same time, is Nathan Milstein, one of the world's great violinists. The World Dance Series takes pleasure in bringing to Minnesota the National Ballet of Washington, a full-length classical ballet company with orchestra, Feb. 11, 8 p.m., Northrop Auditorium.

Another great orchestra, the St. Paul Chamber Orchestra, will appear in the new West Bank Auditorium at 8 p.m. Jan. 28 and Feb. 4, under the sponsorship of the music department. Also sponsored is a special Christmas concert, Dec. 2, 8 p.m., in Scott Hall Auditorium.

On the St. Paul campus, three shows are in progress and a fourth will begin soon. Showing through Dec. 2 in the Student Center will be an exhibition of candles and candleholders designed by Bill Bezek. Through Dec. 8 will be oils and acrylics by Robert Shank and watercolors by Jean Anderson Berglund. A sculpture presentation by Susan F. Brown will be displayed from Dec. 3-Jan. 1.

Big Ten basketball arrives Dec. 1 as Minnesota battles UC-Davis here in Williams Arena. On Jan. 26, the Gophers will face Michigan State on the televised Big Ten game of the week.

### At Waseca—

Nov. 30 is Parents Day at UMWaseca. All students' parents are invited to campus for a day of special activities, including varsity wrestling, as UMW faces off against North Hennepin Community College at 7:30 p.m.

Dec. 3 is Waseca's Beef Day. Jan. 8 is Swine Day. Jan. 29 is Winter Crops Day and the week of Feb. 10-16 is Snow Week, which will be held in conjunction with the Sleigh & Cutter Festival held annually in Waseca. On Thursday of Snow Week, Feb. 14, Waseca will meet Calmar Vocational on the court for basketball action, 7:30 p.m.

It's not too late to visit the University Gallery's current exhibition, "Danny Lyon: Ten Years of Photographs," which will run through Dec. 16. The gallery, which is located on the third and fourth floors of Northrop Auditorium, is open Monday to Friday from 11 a.m. to 4 p.m., and Sunday from 2 p.m. to 5 p.m. The gallery is also open for an hour before each concert held in Northrop Auditorium and during intermissions.