

REPORT

A Publication for Faculty and Staff
of the University of Minnesota

September 1973

Reflections on a Presidency: Moos Looks Forward, Back

by Maureen Smith
Editor of *Report*

University President Malcolm Moos says there is nowhere he would rather have been in the past six years than at the University of Minnesota.

"The period has been an intensely challenging and a rewarding one to me," Moos said in an interview two weeks after he told the Regents that he "would like to retire effective Aug. 1, 1975, with contemplation of a year's sabbatical leave following that date."

In the interview, Moos looked back on the six years of his presidency and talked about some of the things he is proudest of. At the September meeting of the Regents, he said, he will outline "some of the major things" he still hopes to achieve in the next two years.

When he announced his plan to resign in two years, Moos said the Regents have the "supreme prerogative" to remove him earlier if they choose. "I do not have confidence in term contracts," he said. "They weaken the position of the presidency."

President Moos said that the University "is best served by having executives appointed and operating on a month-by-month, week-by-week basis as the Board of Regents make an evaluation of performance in shifting conditions."

In accepting his plan to resign, the Regents made no commitment to retain Moos until the summer of 1975.

"This implies no contract with the Board of Regents," Regent Neil C. Sherburne said. "The contract with the Regents is on a month-to-month basis and that could be terminated a month from now as well as two years."

In his six years as president, Moos said in the interview, "we've moved steadily toward an open university. Our hearings are open, and we have an ever-enlarging participating input of students, faculty and civil service staff into policy-making decisions."

"Also I think it fair to say that this has been a humane university in the most stressful corridor that institutions of higher learning have ever gone through."

Moos said he is proud that private gifts to the University have increased significantly during his presidency. "It seems to me to be a major thrust ahead," he said, "to climb into the top 20 nationally." (A recent study showed that the University has risen to 19th place in private gifts received.)

More than anything else, Moos stressed his pride in the people who have come to the University during his presidency and the appointments he has made from within the University.

"The constellation of people who have come here has been a shining one," he said. "Don Smith, Hale Champion—who have left for other challenging positions—as well as the new people who have joined us, like James Brinkerhoff, Clinton Hewitt, and Roy Richardson."

Among the "significant appointments" Moos cited was that of May Brodbeck as dean of the Graduate School.

At the same meeting at which he announced his resignation plans, Moos asked the Regents to approve some key changes in his administrative team.

Stanley B. Kegler, who had been a special assistant to Moos, was named vice president for administration—a position that had not been filled since the departure of Donald K. Smith in August, 1971.

In addition, the Regents confirmed Moos' desire to have Harold Chase serve as president pro tem whenever Moos is away from the University. Chase became acting vice president for academic administration on Sept. 1, succeeding William G. Shepherd, who announced his resignation in May. A search committee will seek someone to fill the position on a permanent basis.

Moos said in the interview that the designation of the academic vice president as president pro tem is "a very clear benchmark of the primacy of the academic enterprise in the life of the University."

Prof. Frank Sorauf of political science was named dean of the College of Liberal Arts, to succeed E. W. Ziebarth, who announced his resignation in June.

"I think it's a very exciting team and an adventurous one," Moos said in discussing the appointments. "Dean Sorauf is just 45, and he will be making some major appointments. Prof. Chase has a number of high-level appointments to make." Moos described Chase as "a man of highly creative energy."

At the Regents' meeting, Regent Elmer L. 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." □

'Report' Begins as Publication for Staff of 'U'

With this issue, a new publication begins for faculty and staff members of the University of Minnesota. *Report* will be sent subscription-free to faculty and staff on all campuses, twice a month October through May and once a month June through September. It replaces *University Report*.

Report is bigger than *University Report*. Its editors hope it will be better—more informative, more appealing to the eye. Yet the production costs will actually be lower, as a result of the use of newsprint and other economies in the printing process. After this twelve-page inaugural issue, the publication will regularly be eight pages.

It is hoped that *Report* will be a vehicle for two-way communication. If any of the articles inspire a response (or an argument), letters to the editor will be welcome and may be published. In addition, signed articles of opinion are invited from faculty and staff members. Contact the editor, Maureen Smith, about the proposed subject matter before submitting an extensive article. The address is S-68 Morrill Hall, Minneapolis, Minnesota 55455; the phone number is (612) 373-7507.

Staff members who are also University alumni or parents of University students may notice that three of the articles in this first issue of *Report* have already appeared in *Update*, a new publication for alumni and parents. □



Students, Businessmen Overcome Stereotypes

by Mike Finley

Associate Editor of *Report*

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 Dein, Kalman & Quail even though he thinks of himself as a "dropout," has been involved in many civic and academic projects besides. Last 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.

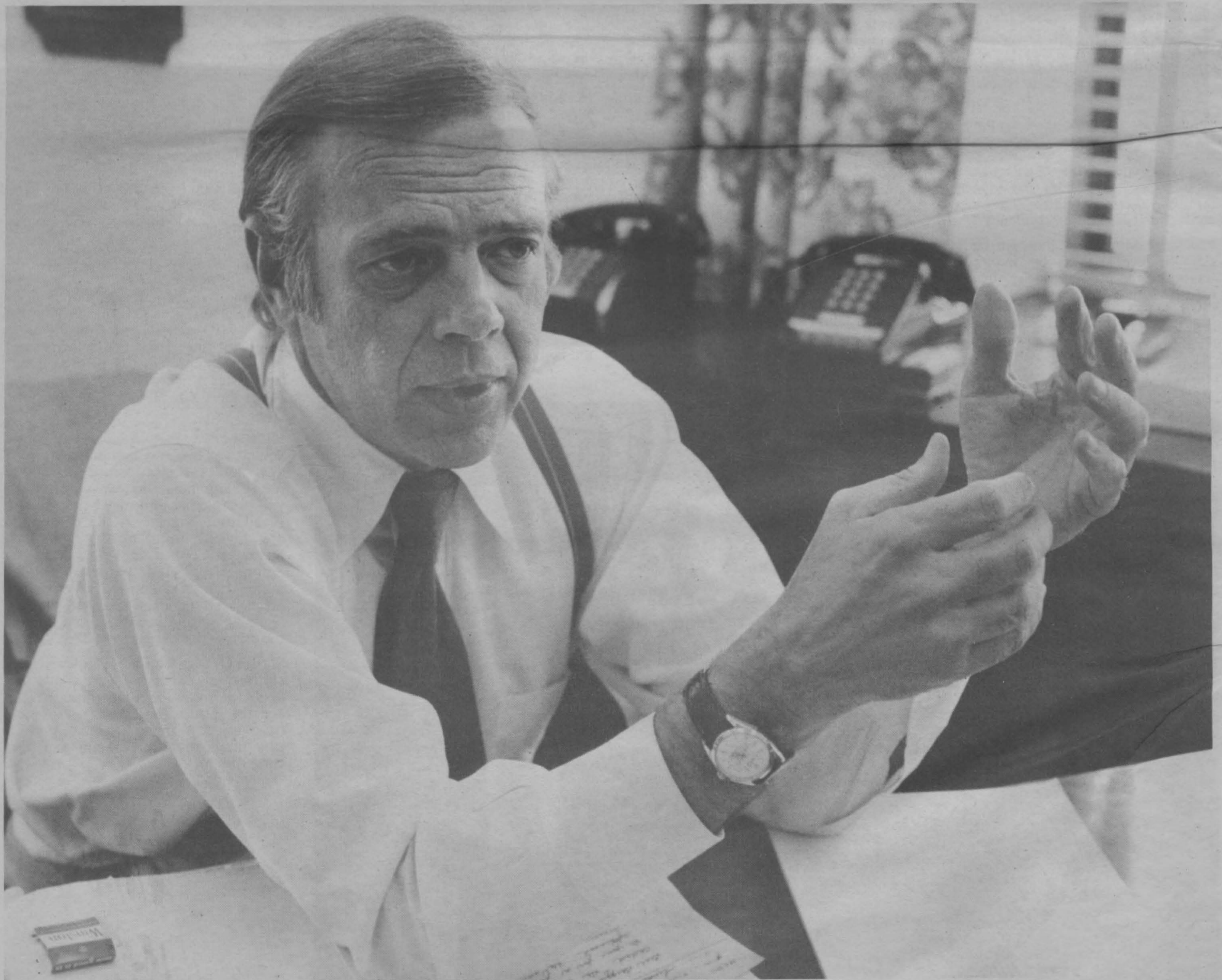
"I got the idea early last fall," he says, when Dean Williams suggested ways of increasing the business school's credibility with the business community.

"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.

(Continued on page 11)



Wheelock Whitney: opening doors, building bridges



UMD Assembly Okays Academic Reorganization

A recommendation for major academic reorganization was approved in June by the University of Minnesota-Duluth (UMD) Campus Assembly.

The master strategy, recommended by a student-faculty Educational Goals and Facilities Committee, reshapes some existing academic divisions into smaller and more autonomous schools and colleges.

Reasons for the restructure, as suggested by the report, are to allow "smaller size, greater homogeneity in students and faculty and innovation in instruction and curriculum" among the smaller units. It said the smaller size would also allow administrators to have more insight into departments and programs and exert more leadership.

"Finally, this initial stage of reorganization is considered a positive step, having been encouraged by the Regents Statement of 1970, for decentralization of University resources and diversification of programs and curricula," the report stated.

The report will now be forwarded to UMD administration, University central administration, and the Board of Regents for further action and approval.

The Educational Goals and Facilities Committee recommended an initial one-year phase of reorganization beginning in July. During the period, all academic programs would prepare for reorganization and set guidelines for the operation and internal governance of the new units.

The date for implementation of the plan is proposed for July 1, 1974.

Guidelines are provided for major and minor changes during the first year. Changes after implementation will be approved by the Campus Assembly.

Instead of the Divisions of Science-Mathematics, Humanities, Social Sciences and Education-Psychology, the reorganization provides for Colleges of Liberal Education, Biological and Physical Sciences, Education, Social Sciences and Humanities and Schools of Fine Arts, Mathematical Sciences, and Business Administration.

The School of Medicine, the Dental Hygiene Program, and Air Force ROTC would continue as separate units. The graduate School of Social Work would change to the School of Social Development. □

Legislature Probes Abuses of Faculty Consultantships

by Mike Finley

Associate Editor of *Report*

The debate over faculty consultantships, now into its fourth month, shows no sign of letting up, as State Senate Majority Leader Nicholas Coleman continues his investigation of the outside work practices of University teachers.

The purpose of the investigation, which was initiated June 1, is to give the Legislature a general look at the University's policy on faculty consultantships, with special attention given to instances where the policy may have been abused.

Instances of abuse might include a faculty member whose outside commitments cause him to miss his class repeatedly. One case the investigators have mentioned publicly is the case of a faculty member who was present for only one of his class sessions.

Coleman revealed in July that Roger Bergerson and Rick Sevra of the Senate research staff were investigating three University professors: Cyrus Smythe, associate professor of industrial relations; Arthur M. Harkins, associate professor of education and sociology; and Orville C. Walker Jr., associate professor of marketing. Smythe and Walker had both testified earlier this year before the Legislature on subjects related to their consulting work.

Since then, three more names have been added to the list of professors to be investigated: Regents Professor of Economics Walter Heller; John H. Park, an associate professor of electrical engineering; and Marvin Dunnette, a professor of psychology.

All told, Senate researcher Roger Bergerson estimates, some twenty individuals may be investigated before the study is complete.

Coleman appeared before the Regents in July and asked them to permit his investigative group to interview the students of these and other teachers, in order to learn whether their teaching had been affected by outside work.

The letters sent to students asked three questions: Did the professor meet consistently with scheduled classes? Does he keep regular office hours? Was he regularly available for counseling?

Roger Bergerson, of the investigation staff, explained the Legislature's concern. "We found the University's study on professional commitments, which was compiled in April of 1972, unsatisfactory in a number of ways. Most conspicuously, some of the cases we are investigating, and other University professors who are prominent in the public eye, simply were not mentioned."

The University currently has guidelines for faculty members on public service and professional commitments, which, among other things:

—forbids full-time faculty members from engaging in any outside activity that substantially interferes with teaching;

—prohibits unauthorized salaries and retaining fees;

—opposes faculty members entering into ordinary competition in a professional field;

—permits no more than four days of outside work per month.

The problem, both University officials and investigators agree, lies not with the policy but with its execution.

Senator Jack Davies, of the Senate Subcommittee on Education and Finance, says that the basic issue is, Who's taking care of the University? He also observes that the University has appeared "a little schizophrenic" in the way it has so far defended itself in the matter of consultantships. "On the one hand, they say how valuable consulting work can be to the teacher, how it makes him more competent. Then they say in the same breath that the figure they have on consulting (17%) is deceptively high. If it's such a good thing, maybe the figure should be 100%!"

By August, the issue of faculty consultantships had become less a question of simply determining whether outside work on the part of faculty members interfered with their teaching and research duties, and more a series of complex larger questions about academic freedom and responsibility, accountability and jurisdiction.

Is the University policing itself as scrupulously as it should? If not, should the Legislature become involved in the internal affairs of the University? These and other questions were the focus of a Senate Rules Committee hearing at the Capitol on August 15.

President Moos, in making a case for the University, pointed out that consulting enriches a person's teaching and research. He urged that the University be given a chance to do its own investigation.

Samuel Krislov of the political science department, and chairman of the University Senate Consultative Committee, applauded the investigators' goals, but suggested instead a method of peer review to get at the problems of consultantships.

"We are ready to soul-search," Krislov said. "As a result of your asking us tough questions, we're ready to ask if we've been tough enough on ourselves."

Paul Murphy, immediate past president of the Twin Cities chapter of the American Association of University Professors, expressed his concern by asking several questions. Among them: whether there was even a remote possibility of the University sacrificing its autonomy, and whether it was true that some of the professors had testified against legislation favored by Coleman.

Regent Elmer Andersen explained the problem as a natural side effect of the University's commitment to academic freedom. "When you put primary emphasis on freedom, you open the door to abuse," he said. He made the point that much consulting

is done for nothing, and that a crackdown on faculty consulting would deprive the state of one of its greatest service resources.

When Andersen said there is "a fragile fabric at the heart of the integrity of the institution," Coleman remarked that "there is a difference between a delicate fabric and a dish of wet noodles." He contended that academic freedom was not being threatened and that academic freedom is not well served when people "hide behind" it.

Both Andersen and Krislov stressed the danger to faculty morale of even a perceived threat to academic freedom. "It isn't too hard to intimidate people, and maybe they are paranoid," Andersen said. "We have to be sensitive about what the effect is—whether it's intended or not and whether it's deserved or not."

The most sensitive area of the investigation, Krislov said, is the questioning of students. "There is something special about the relationship between faculty and students that I think you should respect."

Both the American Association of University Professors (AAUP) and the University of Minnesota Federation of Teachers have lodged protests against the investigators, claiming that Coleman is violating the principle of academic freedom. But neither group, nor any representative of the University, denies that the overseeing of faculty consultantships has been inadequate.

Opinion among legislators varies, Davies said. On the one hand there is their responsibility as overseers and appropriators. And on the other, the fact that almost every state senator and state representative holds down another major job besides. Senator Coleman, for instance, is an executive in an ad agency. Senator Davies is a professor at the William Mitchell College of Law. Part-time legislators may not feel comfortable casting stones at moonlighting professors.

At the Senate Rules Committee hearing in August it was decided that the investigation would be conducted at least in a large part by the University itself. What the exact terms of this compromise are is unknown. But one thing is known—whoever conducts it, the investigation will go on. □

REPORT

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Senior Clerk-Typist Gets Reclassified

by Maureen Smith
Editor of Report

Marie Ward came to work for the University three years ago, filing class cards for Extension Classes. Her job title was senior clerk.

A year and a half later she was promoted to a new position as a senior clerk typist. Her responsibilities kept expanding, and in June of this year her job was reclassified as editorial assistant.

Ward is one of several hundred civil service staff members of the University whose positions have been reclassified during the past year. For others who are thinking about seeking a reclassification, her story may be instructive.

After she graduated from college with a major in physical education, Ward taught for a year. But she said, "I wasn't ready for junior high school girls in physical education, and they weren't ready for me. The next summer I came down here and started filing class cards."

College graduates in clerical positions are not unusual at the University. "Our population is somewhat unique," said Roy Richardson, director of personnel. Spouses of students and faculty members look for the convenience of a job on campus. University graduates like the campus and decide to stay (or return). Graduates of other colleges are drawn to the academic environment. For one reason or another, Richardson said, people "choose to work here, and they enter in the job they can get."

And it isn't just college graduates who may be overqualified for their jobs. Many staff members have valuable skills that are not being used and experience that is not being rewarded. "We have latent talent all over the place," Richardson said, "and we aren't utilizing that talent."

Often the problem is that an underpaid or overqualified staff member "shouldn't be in that job in the first place," Richardson said. For many staff members, the only way to advance within the University is to find a more challenging and rewarding job in another department.

Ward's first step up was not a job reclassification but a promotion to a new position. She stayed in Extension Classes but got a new boss: Beverly Sinniger, an administrative assistant.

To qualify for the job, she had to pass a typing test to demonstrate that she could type 50 words per minute. "It took me a year to get up enough courage to try it," she admitted.

In the new job Ward began to take on more and more of the responsibility for production of the Extension Classes Bulletin. Soon she was doing "a lot of proofreading and a little bit of keylining. That's when Bev started talking to me about a reclassification."

Some staff members decide on their own to seek a promotion or a reclassification. Others, like Ward, need a push from their supervisors. "If I hadn't been pushed, I think I would still be filing class cards," she said.

Work on the bulletin is now a six-month job for Ward, who has major responsibility for the section that lists class offerings. She contacts about 90 departments to ask them to get their copy in and sees that the copy gets typed and proofread, sent to the printer, and proofread again. The editor, Joan Hलगren, writes and edits copy for the rest of the bulletin and is responsible for the over-all organization.

During the rest of the year Ward writes "a few news releases," sends public service announcements to radio stations, writes copy for downtown displays, supervises the mailing of all publications, and spends two months preparing a student calendar (writing copy, gathering pictures, working with an artist, and getting the calendar printed).

Ward applied for a reclassification last October. Her first step was to fill out a job review questionnaire (JRQ) describing the duties of her job and how they had changed. Another section of the questionnaire was filled out by Sinniger.

(Any staff member may pick up a JRQ from his department or—if not—from the personnel office at 2651 University Ave. in St. Paul.)

From Sinniger the JRQ went to Theodore Campbell, director of Extension Classes, for his approval. He sent it on to Dean Harold Miller of Continuing Education and Extension (CEE). "I put a lot of people through a lot of paper work," Ward said. It was February before the JRQ arrived at the personnel office.

Marilyn Styve is the personnel services representative who handles CEE (as well as the Institute of Technology, Data Processing, and the personnel department itself). When she received the JRQ, she contacted Ward and arranged for an interview.

Styve interviewed both Ward and Sinniger. "She asked me about the work I was doing and what I was responsible for," Ward recalled.

After the interviews with the staff member and supervisor, Styve said, comes "the really hard part of the review"—a comparison of the job with similar jobs throughout the University. In Ward's case, Styve compared her job with other editorial assistants.

Ward found out in June that her reclassification had been approved. "I was ecstatic," she said, "and then I didn't believe it. Always in the back of my mind I'd had the idea, it's not going to go through."

Eight months is a long time to wait, and the personnel department is making an effort to speed up the review process. "If we can contact the people—if they're available—it should never take us more than 35 working days," said Bill Thomas, assistant director for employee relations.

When a JRQ is received at the personnel office, "it's logged in and given a date," said John Erickson, personnel services manager. "The employee is protected by that date." If a reclassification is approved, the salary increase is normally made retroactive to the first pay period following that date. If the JRQ is "slow going through the administrative machinery" before coming to the personnel office—which was true in Ward's case—"there is protection for that, too," Erickson said.

Ward's increase was made retroactive to November—a sizable chunk. "I had plans of buying Rolls Royces or taking vacations," she said. But instead of buying anything big, she put the money in the bank. "That's a good place for it," she said. A little later, she said, "they found out they had to give me the increase for all the overtime I'd put in."

Not all requests for a reclassification come with as strong a case as Ward's. Sometimes, Thomas said, a reclassification request is an attempt to reward an employee for being "an extremely hard worker" instead of a recognition that the responsibilities of the job have expanded.

"Classification deals with job duties," Erickson said. "That's really what it's all about. It has nothing to do with the employee's performance or the employee himself."

At the same time, Styve said, employees who are aggressive and show initiative "can really influence their jobs. In most of the jobs I have reviewed, an individual has probably contributed to the change in the job."

One problem, Erickson said, is that there has been no adequate way to reward an employee whose job has not changed substantially but who has performed exceptionally well. Often a supervisor who doesn't want to lose a valuable employee will try for a reclassification when it cannot really be justified, he said.

"Then the supervisor has an out," Erickson added. "He can say, we tried our damndest." The personnel department then becomes "the bad guys" for turning down the request.

But if "the rep has done a good job," Styve said, "there will be some good reasons. I usually take some time to explain my recommendation. You don't get a letter in the mail saying, sorry."

More often the personnel rep has good news for the employee. The vast majority of reclassification requests are approved.

"In the last year about 80 percent of the jobs that were reviewed were reclassified," Erickson said. "It's always been up around that figure."

During the past fiscal year the personnel department received 648 JRQ's, and 126 additional jobs were reviewed in periodic surveys (in which all jobs in a department are reviewed during a time of reorganization or for another reason).

Typically a personnel rep would handle between eight and twelve reclassification requests each month, Erickson said—and he and Thomas and Styve agreed that these represent the hardest part of a rep's job. Hardest of all are the decisions "in the gray area where they're close," Erickson said.

Sometimes an employee "looks around and sees him or herself performing harder than others in the same classification," Thomas said, "and they honestly feel they ought to be making more money. When it's turned down, the employee doesn't understand."

Or a department "in good conscience" may look at the duties of a job and decide that—judged against other jobs in that department—the position should be reclassified, Erickson said. "But the rep has to look across departmental lines," he said. "You're working with the entire University," Styve added.

The problem arises especially with the larger classifications—such as senior clerk typist, where there is a wide range from "the weaker senior clerk typist to the stronger," Styve said. It can be extremely difficult to decide whether a job is a strong senior clerk typist or a weak senior secretary.

"Some of the requests we receive may deal with improper salary range assignment," Erickson said. "The job duties are correctly classified, but the pay range may be inappropriate. The labor data we get may indicate that the pay range is out of line."

"In this biennium we have the opportunity to change that. The same form would be filed, but technically the job is not reclassified." All employees in that classification would get the benefit of the salary increase.

"We do on occasion get involved in declassifying" or reclassifying downward, Erickson said. Normally this would occur when a whole department is reviewed during a periodic survey. But Thomas said that "once or twice an employee has requested a job review and has ended up lower."

In a downward reclassification, Erickson said, "most of the time we would not change their salary, but the classification would be reduced" and the change would have an effect on future salary.

For any staff member who feels the decision on his reclassification request has been unfair, a simple grievance procedure is available. All it takes to set it in motion is a letter to Thomas, outlining the reasons for disputing the decision. The grievance will then be heard by the Civil Service Committee.

"I can't think of very many times in private industry where you can do this," Thomas said of the whole procedure for requesting a reclassification. "Employees in industry don't request reclassification. It's something the supervisor requests or else it just doesn't happen."

"Not only that," Erickson said, "but you can take it to free arbitration. You don't get that in private industry." □



Marie Ward: visions of Rolls Royces

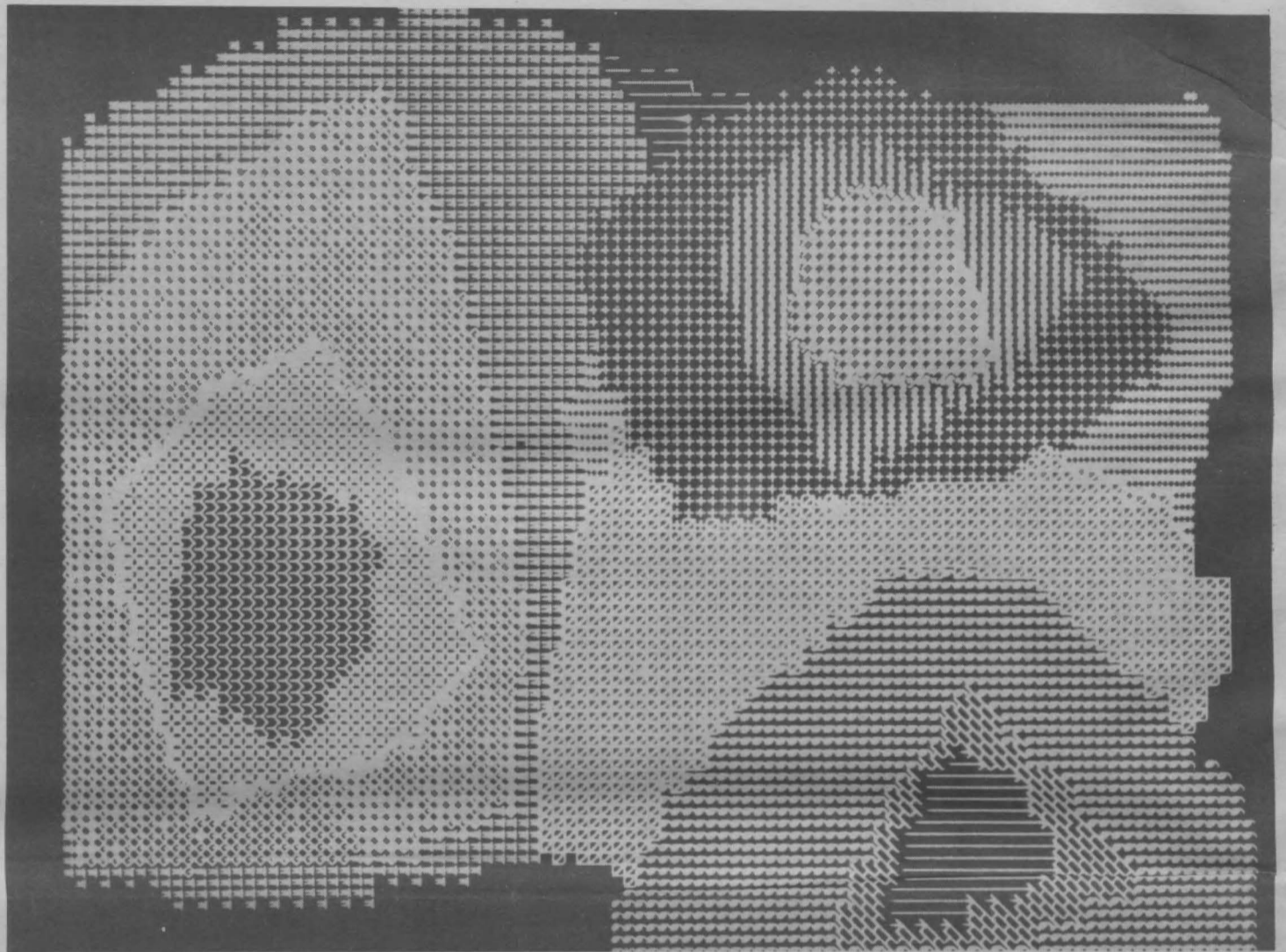


Marilyn Styve



John Erickson

Computer design created by Ruth Leavitt



Jay and Ruth Leavitt



Computer Becomes Partner in Creativity

by Mike Finley

Associate Editor of Report

"Since they [computers] use elaborate apparatus, cost a great deal of money, and can be pursued by persons of no literary culture whatsoever, they [computers] naturally acquire great use in forward-looking institutions."

—Graham Hough, *Style and Stylistics*

The above statement is, to say the least, cynical and insulting. It also turns out to be untrue, as hundreds of visitors demonstrated at the first International Conference on Computers in the Humanities held on the West Bank in July.

The statement does, however, reflect the kind of distrust that people in language studies, music, philosophy, and art have traditionally had for computers. Similarly it is not difficult to imagine the disdain that people in computer sciences have for the imprecise, speculative, and "unscientific" methods of their counterparts in the arts.

It was quite a spectacle, then, for both groups to get together for a weekend and show one another what they were up to:

Computer-written murder mysteries; computer studies of the vocabularies of Navajo children; computer-created animated films; computerized concordances (specially indexed reference dictionaries) to Shakespeare, Rabelais, the Anglo-Saxon Chronicles; computer-based critiques of Voltaire's *Candide* and Joseph Conrad's *Heart of Darkness*; computer art and Mondrian-like design analyses; computer-composed music and computer poetry.

The conference was the project of four University faculty members, Allen Hanson and Jay Leavitt of the Computer Sciences department, and Larry Mitchell and Don Ross of the English department.

Each of the four became involved in the idea separately. Leavitt, whose wife Ruth is an artist, took a break from his medical computations to see whether a computer could be programmed to produce "drawings" that conformed to the known laws of composition.

Mitchell needed data on the frequency of word occurrences in Old English texts.

Ross wanted to follow up his impressions that the style of literary works could be described very well with computer assistance.

Hanson became involved not from a particular project of his own but from a general attitude towards "educating people about the potential of computers in a way they would understand, by steering clear of computer jargon."

Don Ross had delivered a paper at a conference on computers in literary problems held in England the year before, and then he and the others, together with Robert Dilligan of the University of Southern California, laid the groundwork for the first international conference with the broader scope of computers in all areas of the humanities.

Delegates from most of the states and from England, France, Scotland, Canada, Argentina, Japan, Germany, the Netherlands, Australia, and Italy, arrived to exhibit their work, to lecture, to take notes, to compare what they were doing independently of one another, to learn, and to get the needed assurance that they were not alone in their investigations.

The people who came resisted all stereotypes, Jay Leavitt said, and included "everybody from jocks to little old ladies in tennis shoes."

Most of the discussions at the conference centered on two aspects of the computer's potential. One was the computer's ability to work out details of statistical computation that take up so much of a scholar's time. Compiling dictionaries and concordances, performing rudimentary translations, and lexical text comparisons can all be placed in this category.

Mitchell, who uses computers for some of these purposes, finds it easy to understand why English teachers, for instance, resist computer help.

"We in the department got a memo about grades recently which said 'This deadline must be met by instructors since the new computer system will not allow late grades to be reported.' People naturally feel resentful when machines seem to be running their lives, and naturally less likely to use the same machines in their work."

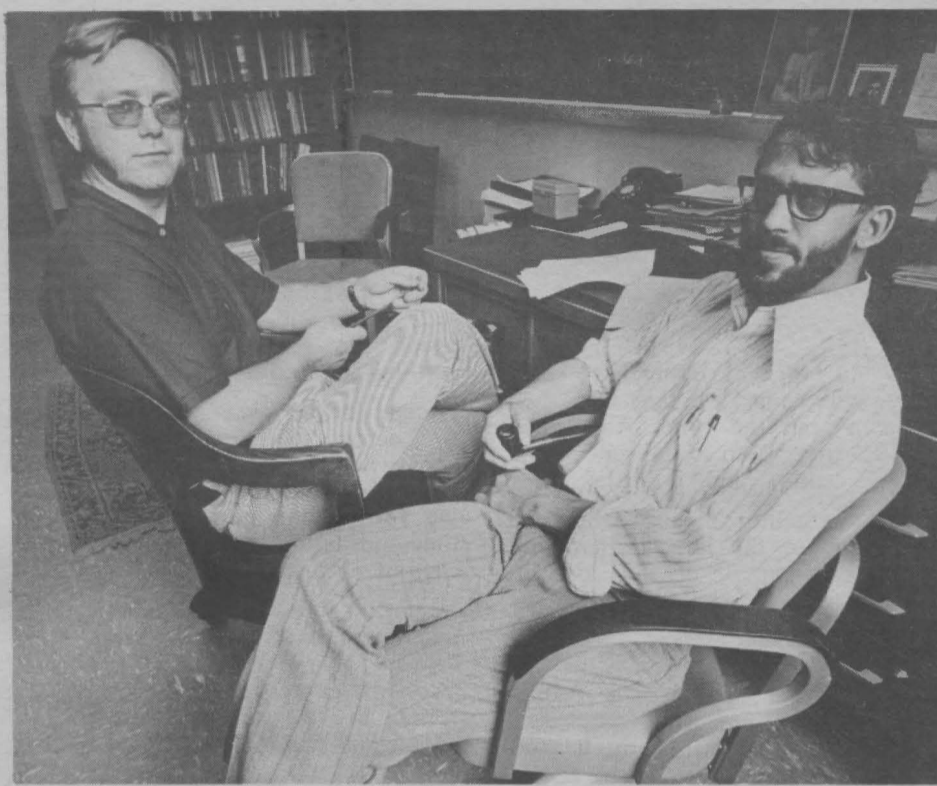
Part of the conference's goal, Mitchell said, was to try to break down the hostility engendered by such encounters and to stress the positive attributes of computers.

"In any research project there are many time-consuming and repetitive tasks which computers can perform in a fraction of the time a human can. One participant at the conference told me that his attendance may have saved him three years' work."

Donald Ross' project also employed the computer for its efficiency. He had been at the University of Michigan in 1967, completing a dissertation on the stylistics of Thoreau's *Walden*. About a year later he casually bet an economist friend that language analysis was too complex for a computer to solve.

The friend, who was skilled in the use of computers, demonstrated to Ross that if the computer can be programmed in terms it can understand, the task loses a lot of its complexity. Ross began to study Romantic poetry using computer analyses, and earlier this year applied the techniques to analysis of stylistic differences between William Blake's *Songs of Innocence* and *Songs of Experience*.

Computer analysis can remove a lot of the gray area in stylistic criticism, Ross said. "If you accept someone saying 'Hemingway's style is vigorous,' fine. But using computers you can substantiate all the 'vigorousness,' phrase by phrase, or you can contrast it statistically to Faulkner's 'vigorousness.' Then you're not guessing, or speculating. You're proving."



Larry Mitchell and Don Ross

The other area the conference focused on was even more controversial—the area of creativity. To teachers trained in the humanities—note the root word "human"—computer poetry and computer art and computer music may seem amusing at best and patently offensive at its worst.

Allen Hanson, in his presentation, spoke on the role of the computer in the act of creation. It was his feeling and the feeling of many of the visitors, that while the computer had inestimable potential as a tool in the hands of the individual artist, "the creative aspect still rests with the human, and not with the machine."

Surprisingly, Hanson's remarks prompted several computer artists to share credit for their work with the computer. Grace Hertlein, visiting artist this year at the University of Iowa, rose to the computer's defense.

"Most of us edged into computer art from our parent discipline, whether it was art or poetry or music, and after manipulating the machine to perform set functions, came to the point where we were actually partners in the creativity."

Jay Leavitt feels that "Is it Art?" is a bogus question because in each application of computer art there are different degrees of activity and passivity in the human-computer relationship.

"I think that what Grace was getting at is that, as the artist learns to feel more natural with the computer, less awkward with it, a give-and-take relationship develops. It's still a very good thing. It's a learning experience."

Leavitt's own interest in computers and art stems from his interest in a study in which computers were programmed to compose highly formulated musical fugues.

"I wanted to see if that could be done with art," Leavitt said. While his initial efforts were "admittedly naive," his goal was to program a computer to use the same principles of composition as his artist wife, Ruth.

The time came in the course of programming when the computer, having learned many of the principles of composition, could actually teach com-

position to anyone who studied its technique.

While Jay Leavitt pursued his ideas on computer art analysis, Ruth Leavitt became interested in the computer as a creative tool. At the conference she exhibited some of her work and spoke on the relationship between the artist and the computer.

"The computer," she said, "may be used as an idea machine. It may serve as a means of creating new art forms through the creation of new programs. Or, the artist may explore the possibilities of the media defined by the programs that already exist."

It has already been agreed that a second conference will be held in 1975, perhaps on the West Coast or at another Big Ten university. Jay Leavitt says that he has received many letters of thanks and congratulations from people in both fields.

Leavitt, Hanson, Ross, and Mitchell were jointly awarded a grant from the University to develop a computer curriculum which will allow more people to bring computers into their areas of study.

"It's a political question," Leavitt said. "The computer should be available to everybody—neither the teaching nor the economics should keep computers as the exclusive tool of the sciences."

In a number of different direct and indirect ways, the First International Conference on Computers in the Humanities came one step closer to that goal.

To quote a computer poem presented at the conference:

"A path departs out of the black company.

A device crashes through an University." □

PROFILE

Floyd and Marilynn: Editor and Chief

by Valerie Cunningham

University News Service Writer

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.

Floyd and Marilynn had long discussions about what their plans would do to each other's chances.

“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 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.

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 Marilynn 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 a while 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," Marilynn 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 Marilynn 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 Marilynn's chess lessons. And maybe even time for a wild game of canasta. □

'U' Kicks Off Pre-Game Talks

Faculty and staff members who are football fans may combine pre-game lunches with lectures during the "Kick-Off Seminar Series" before home games this year.

The University's Continuing Education and Extension is sponsoring six short seminar luncheons led by faculty members on topics of current interest.

Set for Nolte Center on the Minneapolis campus, the seminar package will include the lecture, luncheon and a parking place. Each seminar will begin at 10 a.m. and will conclude before kick-off time.

The schedule is:

Sept. 22, North Dakota game, Regent Josie Johnson will examine the legal, ethical and moral aspects of affirmative action programs;

Oct. 6, Nebraska game, Paul Eide and David Sleeper, producers of the television film "Halvor Landsverk: Norwegian Woodcarver," will discuss the making of the film;

Oct. 13, Indiana game, John Flagler, professor and director of the labor education service, will speak on "Blue Collar Blues: Fact or Fancy";

Oct. 27, Michigan game, Donald Torbert, professor of art history, will examine the significant architecture of Minnesota;

Nov. 10, Purdue game, William Lockhart, professor of law and chairman of the U.S. Commission on Obscenity and Pornography, will give an updated report on developments in pornography control;

Nov. 24, Wisconsin game, Bill Musselman, basketball coach, and David Giese, chairman of the University athletics committee, will preview the coming basketball season.

"For those who will be attending University football games this fall, these seminars should provide an excellent opportunity to combine the intellectual and the recreational," President Malcolm Moos said. "Even if you don't plan to take in a game, the seminar series alone promises to be most interesting and informative."

Membership in the seminars is limited and registration should be made early. For complete information write Kick-Off Seminars, University of Minnesota, 150 Westbrook Hall, Minneapolis, Minn. 55455 or call (612) 373-3908. □

CAPSULE

University President Malcolm Moos announced last month that he plans to retire effective Aug. 1, 1975. Moos said the Regents still have the "supreme prerogative" to remove him earlier if they choose (see page 1).

Stanley Kegler, special assistant to President Moos, has been appointed by the Regents as vice president for administration.

Harold Chase, who became acting vice president for academic administration Sept. 1, has been named to serve as president pro tem whenever Moos is away from the University.

Frank Sorauf, political science professor, succeeded E. W. Ziebarth as dean of the College of Liberal Arts Sept. 1.

Collective bargaining hearings are now under way before the State Bureau of Mediation Services. The hearings are still in the first stage, on the determination of the geographical scope of a bargaining unit for University faculty members.

The Senate Rules Committee held a day-long hearing Aug. 15 on the investigation into faculty consulting (see page 3).

A faculty committee headed by Prof. John Darley of psychology has been named to make policy recommendations on faculty accountability (consultantships, use of faculty-authored text books, faculty members holding political office, and similar issues).

Toni McNaron, associate professor of English, is coordinator of the new women's studies program on the Twin Cities campus (story coming in next Report).

Establishment of community outposts for the Afro-American studies department has been recommended in two reports. An external review committee, which stressed strengthening the department as an academic unit, and an interim advisory committee were appointed earlier this year to evaluate the department after complaints from the black community that the department was not carrying out its purpose.

Tensions in the Department of Middle Eastern Languages have led to a temporary division of the department into two groups (Hebraic and Islamic programs). A permanent separation of the programs would have to be approved by several committees within the College of Liberal Arts.

Clinton N. Hewitt, director of physical planning, has been promoted to assistant vice president for physical planning. He succeeds Hugh Peacock, who died in May.

President Moos will host a conference on the American presidency Oct. 7-9. The conference will feature former presidential advisers, scholars, and journalists.

The second class admitted to the Medical School at the University of Minnesota-Duluth includes twenty-two Minnesotans and two from Michigan. Statistics on the class include nineteen men and five women, two American Indians, and fifteen students from towns with populations of 10,000 or less. □

'Pain's My Thing,' Researcher Says

by Mike Finley

Associate Editor of *Report*

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 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



Dr. Roberts attaches thermistors to subject's fingertips



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.



Dr. Roberts

"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." □

Dorm Drinking to Be Delayed

Drinking will be allowed in University of Minnesota dormitories this fall, but it won't begin the minute a student drops his bags in his new room.

A University administrator sees a delay of a week or two after the quarter begins Sept. 24 before students may begin drinking in dorms.

Donald Zander, assistant vice president for student affairs, said the University first wants to find out how many non-drinking students want to be segregated from those who do drink.

"We've sent out letters to all students who have signed dorm contracts," Zander said. "We want to make sure that students who don't want a drinking roommate don't have one."

Zander said he expects that the majority of students in dorms will want to be allowed to drink. "However, if there are a lot of people who prefer not to drink we will set up separate houses for non-drinkers," he added.

Another factor which will delay the start of drinking in dorms is the requirement that guidelines be drawn up.

The Board of Regents in early August passed the policy allowing drinking in residence halls. The policy stipulates that it shall be allowed only where the rights and needs of non-drinkers are protected, in clearly defined areas with arrangements to protect persons and property.

Guidelines to cover these conditions are to be drawn up by the student councils in the dorms with the campus director of housing and University administrators.

"It all depends on how fast the students work in coming up with guidelines we can agree to," Zander said. He said the councils will start considering the issue after the fall term starts.

"We're operating as if the old policy still applies until we segregate the non-drinkers who want to be segregated and the guidelines are drawn up," Zander said.

The old policy, passed by the Regents in 1960, prohibited students from drinking anywhere on campus. □

Businessmen

(Continued from page 2)

"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." □

EVENTS

Music

Sept. 20, 21, 24, 25—Young People's Concerts, Minnesota Orchestra, Northrop Memorial Auditorium, 10 a.m.

Sept. 22—Minnesota Orchestra in concert, Coffman Main Ballroom, 7:30 p.m.

Sept. 28—Peter Zaney & Joanne Kelly, singers, Whole Coffeehouse, Coffman Union, 8:30 p.m., \$1.50

Oct. 1—Preservation Hall Jazz Band, University Artists Series, Duluth Auditorium, 8:30 p.m.

Oct. 7—Luciano Pavarotti, lyric opera tenor, University Artists Course, Northrop Memorial Auditorium, 3:00 p.m.

Art

Sept. 16-Oct. 5—Town and Country Art Show, St. Paul Student Center Gallery

Sept. 22-30—"Barbizon Paintings from the Tweed Museum of Art," Galleries 305-307, "Walker Evans: Photographs," Gallery 309, University Gallery, Northrop Memorial Auditorium

Sports

Football

Sept. 22—Gophers vs North Dakota, Memorial Stadium, 1:30 p.m.

—UMD Bulldogs vs Augsburg, 7:30 p.m.

—UM-Crookston vs Vermilion, 7:30 p.m.

—UM-Morris vs Wayne State, 1:30 p.m.

Sept. 29—"Sunflower Bowl": Crookston vs Hibbing, 7:30 p.m.

—UMD Bulldogs vs Gustavus Adolphus, 7:30 p.m.

Theater

Oct. 4, 5, 6—"LUV," Theater Experimental, Old Main studio theater, Duluth campus, 8:30 p.m.

Notes

Fall Quarter classes begin September 24. (At Crookston, classes begin Sept. 10.)

Last summer Sunday horticultural tour at Waseca, Sept. 30

CURA Studies Mass Transit in Twin Cities

Faster, more comfortable buses, simplified schedules, drastically increased bus service to and through suburban areas, and much greater use of freeway express buses, shuttle buses and dial-a-ride service are what it will take to get more people in the Twin Cities to choose mass transit over the automobile.

These are some of the conclusions of a study recently released by the University of Minnesota's Center for Urban and Regional Affairs (CURA). Carried out in cooperation with the Minnesota Public Interest Research Group (MPIRG), the report outlines a detailed, short-range plan for alleviating the transit problems in the Twin Cities area.

All of the recommendations in the report are aimed at improving Metropolitan Transit Commission (MTC) service at a minimum cost within the next few years.

High on the list of priorities for increasing the effectiveness of MTC's operation is the necessity for a major re-evaluation of current bus routes, according to the report. The report calls for an increase in fast express buses of all types, more shuttle buses making small loops within specific communities, a dial-a-ride service and most importantly, complete rethinking of service to suburban areas.

As part of their research, the authors of the report conducted a survey of suburban-area residents and their attitudes toward mass transit. The purpose of the survey was to determine just what it would take to attract suburban riders to public transit.

Of those responding to the survey, over 76 per cent said they never ride the bus while 57.4 per cent of all suburban families said they owned at least two cars. This indicates, states the report, a highly automobile-oriented suburban population.

But, of all respondents, 20.9 per cent indicated a possible willingness to be rid of one of their automobiles entirely if suburban bus service could be improved significantly. Further, the survey indicated that the level of improvement needed to attract suburban riders is within the current capabilities of local transit operations.

In order to attract more suburban riders, states the report, the MTC should increase bus speed where possible, decrease waiting and transfer time, work out a more equitable fare schedule and increase service to shopping centers and core employment areas.

Other recommendations made in the report are:

—Coordinate MTC services with the other four inter-city coach operators.

—Issue passes good for one working day, costing no less than 60 cents, to make it possible for bus patrons to make short shopping trips without paying again and again. "The important aspect of the pass is that it decreases the overall cost to the patron while keeping MTC's revenues at the same or higher level than before," states the report.

—Increase the frequency of bus service, where and when possible, particularly on crosstown routes.

—Offer special events service to sporting events at the University and the St. Paul Civic Center, conventions, cultural events like the Uptown Art Fair, recreational events such as the State Fair and short-term events bringing together large groups of people, such as the Walk for Development and political rallies.

—Publish a master directory of all bus routes and schedules available to the public.

—Eventually make sure that every bus stop posts an individually worked out list of departure times.

—Make the buses more comfortable and safe by installing padded bucket seats, increasing door width, and lowering the high steps for handicapped and elderly patrons.

—Search for and install new pollution control devices on all vehicles in an effort to reduce emissions.

—Conduct regular interviews with bus drivers who, the report states, know a great deal about the actual effectiveness of bus services.

The report was researched and written by Scott Dickson, geography student, and Aaron Isaacs, a student in the University's Urban Studies Program, under the supervision of Russell Adams, associate professor of geography.

MPIRG is now coordinating the report's findings with state government transit studies.

The report is the end-product of one phase of the Project in Urban Transportation, a research study funded by the Department of Transportation, administered by CURA and carried out by several departments within the University. □

Pharmacy School Admissions Up

The College of Pharmacy has admitted its largest class ever for this fall. Forty-one students of the entering class of 123 are women. Four students each were admitted from the minority and foreign student categories.

High priority was given to qualified residents of Minnesota and Wisconsin, according to Assistant Dean Frank DiGangi. The new students fulfilling the two-years-of-college pre-pharmacy requirement come from over 46 different colleges in Minnesota and the midwest with over half coming from the College of Liberal Arts and the Duluth and Morris campuses of the University.

In the new class, 16 have already earned bachelors degrees in the arts or sciences and over 48 have attended college three or more years before entering the three-year professional program.

The college's doctor of pharmacy degree program admitted 11 students.

Employment opportunities continue to be bright for the graduates in pharmacy in Minnesota and nationally as new roles in clinical pharmacy, government, and industry are being developed, said DiGangi. □

PEOPLE

George Bogusch, assistant professor of theatre, has been named program chairman for the American Theatre Association 1974 convention to be held in the Twin Cities. Bogusch said the convention theme will be concerned with "theatre in the community." Other University faculty members on the program committee are Dale Hufington, director of Continuing Education in the Arts, and Lin Wright, assistant professor of theatre.

Joan Campbell, a nurse at University of Minnesota Hospitals, is one of five new members of the Metropolitan Council.

Dr. B. J. Kennedy, professor of medicine, was elected recently to membership on the American Board of Internal Medicine. He is also chairman of the Subspecialty Committee on Medical Oncology of that organization.

Dr. Kenneth Manick, a Minneapolis dermatologist, has left private practice to become a professor of dermatology in the Medical School. He will direct the undergraduate teaching program in dermatology.

Dr. Ernst Simonson, professor emeritus of physiological hygiene, was invited by the Brazilian Minister of Health to present two lectures at the International Symposium of Sport Medicine in Rio de Janeiro last spring. He received a diploma of honorary membership in the Brazilian Society of Sport Medicine.

Robert Spano, director of the social services department at University Hospitals, has been appointed by the State Department of Public Welfare to a special committee that will develop guidelines for dealing with patients committed to state hospitals who refuse treatment. □

REPORT

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A Publication for Faculty and Staff
of the University of Minnesota

October 1, 1973

Moos to Host Conference on Presidency

Twenty or so of the United States' most expert witnesses to the Presidency will meet next week in Minneapolis with University President Malcolm Moos. Advisors to Presidents Roosevelt, Truman, Eisenhower, Johnson, and Kennedy will share their views and, perhaps, make recommendations that will someday further shape the institution of the Presidency.

The visitors will include advisors Joseph Califano, George Reedy, McGeorge Bundy, Theodore Sorenson, Walter Heller, David Bell, and Arthur Schlesinger, Jr., journalists Peter Lisagor and David Broder, and presidential scholars Thomas Cronin and James Barber.

The conference is to begin Sunday night (Oct. 7) at a reception at Moos' home and to continue on campus and at the Radisson Hotel through Monday.

Jean Schlemmer, administrative assistant to President Moos, recalls that Moos had spoken of such a conference as long as three years ago. Moos, himself a member of President Eisenhower's White House staff, was concerned, according to Schlemmer, that an entire generation of men who had been close to the power of the Presidents, from Roosevelt to Johnson, had never met to share their insights and thoughts on the nature of the institution.

"It occurred to me that it would be useful," Moos wrote when he invited his guests, "perhaps even important, to bring together a small group of people who have special interest in and insights on the office of the President with the aim of exploring the issues which inhere in the exercise of Presidential power in the American system."

Moos made it clear in his invitation that the purpose of the conference was not to make an assessment of President Nixon's administration, but rather "to attempt to determine what is the most sensible arrangement of the exercise of power between the President and Congress."

Members of President Nixon's staff, therefore, were not invited, for fear that discussion might center solely on the claims of power made by the present administration. Moos stressed that a broad perspective should be adopted, and that the constitutional crisis which he described once before as an "anti-leadership syndrome," transcended any one President.

At the reception at Moos' home, Schlemmer said, a circular will be distributed to the arriving guests containing observations of Richard Neustadt which are intended to mobilize the guests' thoughts for the conference. Neustadt served as a top presidential advisor in the Truman



Toni McNaron: "We can make an enormous contribution to the field of new knowledge."

Women's Studies Program: 'Exciting and Disquieting'

by Maureen Smith
Editor of Report

Women's studies at the University starts with "a wonderful built-in advantage," says Toni McNaron, coordinator of the new program.

Students coming to the program are motivated "in ways we'd all give anything in the world" if all students could share, she said in an interview Sept. 5. "The women I've talked to see no split between their intellectual development and their personal, social, sexual, and political development."

"If you were to read the descriptions of liberal arts programs at 20 of the best institutions," McNaron said, "you'd come away with some marvelous sense" that the goal is to make students "more humane, more sensitive, more creative, more involved, able to make better judgments."

"We know that is not what happens course by course, year by year, student by student," said McNaron, an award-winning teacher who still holds a position as associate professor of English. In women's studies, she suggested, it might happen more often.

"The only worry I have," she said, is that these young women "have been reading books for the best of all reasons, the need for knowledge. I hope they don't start seeing it as 'another thing the University wants me to read.'"

The young women who are interested in the women's studies program "aren't in here talking about picketing" for some feminist cause, McNaron added. "They're talking about intellectual growth."

Although she is excited about the "self-motivated, bright, serious students" she keeps encountering among the undergraduate women who are signing up for women's studies, McNaron stressed that the program is not limited either to the young or to the female.

"There is no sense of this as a program just for women," she said. "Both the faculty and the student body may be potentially anyone at the University."

And not just at the University, because "we want to be reaching people out in the state." She said she "would assume" that women's studies

courses will be offered in Continuing Education and Extension—evening courses, independent study courses by correspondence. McNaron is teaching an English course on Virginia Woolf for eight evenings this fall, especially for high school teachers and counselors. "I want to get to know those people," she said.

"One other group I'm terribly interested in," she said, is the civil service women at the University. And for many of these women, the interest is returned. "I've been amazed," McNaron said. "I've received letters from secretaries, telling me how pleased they are that the program exists and asking if there is any way they can help."

McNaron described the civil service women as "an obvious group of women who are absolutely vital to the University and who are hardly ever considered except as someone who is needed to get some typing done."

"One thing I'd like to see" for these women, she said, "is short courses over the lunch hour." And she said, "I would hope that more and more

Teamsters Chosen as Bargaining Agent

by Maureen Smith
Editor of Report

Collective bargaining for University faculty members has been in the headlines and the courts, and an election may be months in the future. But for another group of University staff members, the election is over and the Teamsters have won.

Local 320 of the Minnesota Teamsters Public and Law Enforcement Employees Union is now the bargaining agent for about 1,000 services and support employees on the Twin Cities campus—janitors, maids, food service workers, truck drivers, mechanics, laborers.

In the election Sept. 5 and 6, the Teamsters received 415 votes out of 708 (the needed majority of votes cast). The American Federation of State, County, and Municipal Employees (AFSCME) received 123 votes, 165 staff members voted to have no representative, and 277 of the 985 eligible voters did not vote.

Negotiations between the Teamsters and the University are expected to begin this month. Last month, after *Report* went to press, the Teamsters held a series of meetings to give the workers a chance to formulate their demands.

"The people create the demands," said Dave Morris, secretary-treasurer of the union. "Then we go in and negotiate them. All we do is carry out the mandate of the people."

The workers will come up with "their own wage requests, plus everything else they want included," Morris said.

Bill Thomas, assistant director for employee relations, has overall responsibility for negotiations at the University, but the chief spokesman in negotiations with the Teamsters will be Morgan Pascoe, personnel services manager.

"We've negotiated one contract with the Teamsters," Thomas said, "and I was impressed by their honesty and professionalism. I have great respect for them. I expect that we will have a very tough negotiation, but that we'll be able to work out an equitable agreement for both sides."

The contract already negotiated between the Teamsters and the University was for the 60 members of the University Police, the first group on campus to choose the Teamsters as their bargaining agent. "We've come up with a beautiful contract for them," Morris said. "The proof is in the pudding."

AFSCME recently negotiated contracts for about 800 staff members at University Hospitals and about 150 or 175 services and support employees on the Duluth campus. The two-year contracts for both groups will run until 1975.

With two unions for University workers, each representing about 1,000 staff members, it can be expected that they will "compete for headlines" and for the best contracts, Thomas said. "There are better positions for a university to be in, but that's what we've got."

Negotiations two years from now will be "extremely difficult," Thomas pre-

dicted. "But we'll be ready." He described negotiating as "like flying an airplane—long periods of boredom interspersed with moments of sheer terror."

For supervisors, the unionization of the workers who report to them will mean "a whole new ball game," Thomas said. "We'll have to help supervisors learn to live within the new constraints. Some supervisors find it hard to work with a union steward looking over their shoulders, but of course that's the function of the steward."

Under a law passed by the 1973 Legislature, public employees now have the right to strike. "For the first time in a long time," Thomas said, "we're talking about a legal strike that could shut this University down." He said he does not expect a strike but is aware of the possibility: "Without the services and support people—if you don't have any heat in the winter time—you can't run this University."

In the negotiations, Thomas said, the goal will be a contract that is fair to both the University and the employee. "Many people think we want to negotiate the cheapest contract possible, but that's not true. You don't want to pay good people too little, because then you can't keep them."

When workers join a union, Thomas said, some employers make the mistake of all but abandoning their employee relations programs. "We at the University won't make that mistake," he said. "These are still our employees. We feel as strongly as we did before about the need for good personnel programs." □

Revenue-Sharing Symposium Here

National leaders from all levels of government will be featured speakers at a University of Minnesota symposium on revenue sharing and the new federalism beginning Oct. 3.

Each Wednesday evening for seven weeks, a national authority who is playing a major role in the evolving federal-state-local relationships will be the featured speaker. A panel discussion will follow each lecture.

Designed to explore in depth all facets of the revenue-sharing movement, the symposium is being arranged by Walter Heller, Regents' Professor of Economics and one of the major authors of the revenue-sharing concept, and Arthur Naftalin, professor of public affairs and former mayor of Minneapolis.

"The symposium will afford an opportunity for an exchange of ideas based upon the nation's experience with the program since its enactment by Congress last year," Naftalin said.

Speakers will include Heller and Naftalin; Joseph Pechman, director of economic studies, Brookings Institution; Gov. Dan Evans of Washington, chairman of this year's Governors' Conference; Edward K. Hamilton, deputy mayor of New York City; Graham W. Watt, director, Office of Revenue Sharing, Department of the Treasury; Murray L. Weidenbaum, Washington University; Sen. Walter F. Mondale, Minn., and Congressman Albert H. Quie, Minn.

Four University offices and eight community organizations are cooperating in presenting the symposium to reach as wide an audience within the University and general public as possible, according to Naftalin.

The sponsoring University offices are the School of Public Affairs, the

economics department, the Center for Urban and Regional Affairs, and Continuing Education and Extension.

General public tickets are available for \$15 for the series. For further information write Revenue-Sharing Symposium, 138 Westbrook Hall, University of Minnesota, Minneapolis, Minn. 55455 or call (612) 373-3195. □

Whumies, Quax Sound Like Cereal Names

If you have ever wondered how cereals and laundry detergents get their names, you are not alone. So have Robert Peterson of the University of Texas and Ivan Ross of the College of Business Administration at the University of Minnesota.

They found in a recent study that certain kinds of sounds remind people of cereals, while certain others sound like detergents.

Ross and Peterson programmed a computer to produce pronounceable non-words, and then asked people how the non-words would work as cereal names, or detergent names.

The study, titled *How to Name New Brands*, concluded that consumers possess preconceived notions of remindfulness of certain words or word sounds.

What were the words? Well, test yourself: *habbus, alarrusk, ke, nurpama, vosstain, dehax, ackexma, gaymamad, bits, camfo, dia, adgal, abada, carriss, kenilay, vig, vade, whumies, hezate, dadnains, pelatate, dallaks, quax, nemlads, and jaf.*

Needless to say, *whumies* and *quax* got high marks as cereal names. Likewise *camfo, vig,* and *dehax* for the laundry room. At the time this goes to print, it is still uncertain whether *dadnains* or *gaymamad* will ever become household words. □

Search for President Begins

by Bill Huntzicker
University News Service Writer

Work on choosing a new president for the University of Minnesota is under way.

And anyone can recommend a candidate for the position, Neil C. Sherburne, chairman of the Regents' committee to search for a new president, said in an interview.

Sherburne, a member of the Board of Regents and executive secretary of the Minnesota AFL-CIO, was appointed Sept. 14 to head the seven-member search committee to seek a successor to Malcolm Moos, who announced in August that he would resign within two years.

"I'd like the committee to meet within a week," Sherburne said. "Hopefully, we will begin to meet next week and to meet with the University Senate consultative committee hopefully next week as well."

The Senate consultative committee, which includes ten elected faculty members and seven elected students, will play an important role in the selection of the new president, Sherburne said.

"We would be happy to meet with any committee set up by a community group to make a recommendation on either a name to be considered or the kind of person we should hire," Sherburne said.

"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. "There have been some names already suggested by outside people."

He said that the qualifications he has considered so far are that the person be a scholar and an administrator.

Because a number of University administrators are working on a temporary basis, he said, the University is in a good position to hire a new president. "We're more flexible now than we will ever be," he said. "The administrative structure is not locked in."

He was referring to the temporary appointments of Harold W. Chase as acting vice president for academic administration and two of his staff members, who were named on an acting basis following the resignations of Vice President William G. Shepherd and two of his assistants.

Sherburne said he was not sure whether interviews could begin this fall.

The issue of whether a new president would begin before the time of Moos' intended resignation would be considered if a selection were made within the two-year period, Sherburne said.

Sherburne said that he would "keep in touch all along the way" with the Senate consultative committee.

Elmer L. Andersen, chairman of the Board of Regents, said: "I wouldn't be surprised if there has been some discussion already. I've received one letter of application from someone outside the University." Although he is not on the search committee, Andersen said he would meet with potential candidates who visit the campus.

Besides Sherburne, the committee includes Josie R. Johnson, Lauris Krenik, L.J. Lee, Loanne R. Thrane, David C. Utz and John A. Yngve.

Andersen said one of the first problems of the group would be to see how members of the faculty, student body, alumni, civil service staff and other state residents could have effective input into the decision. □

Bob Zins: Portrait of the Artist as an Ex-Con

by David M. Peterson
Publications Manager

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 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

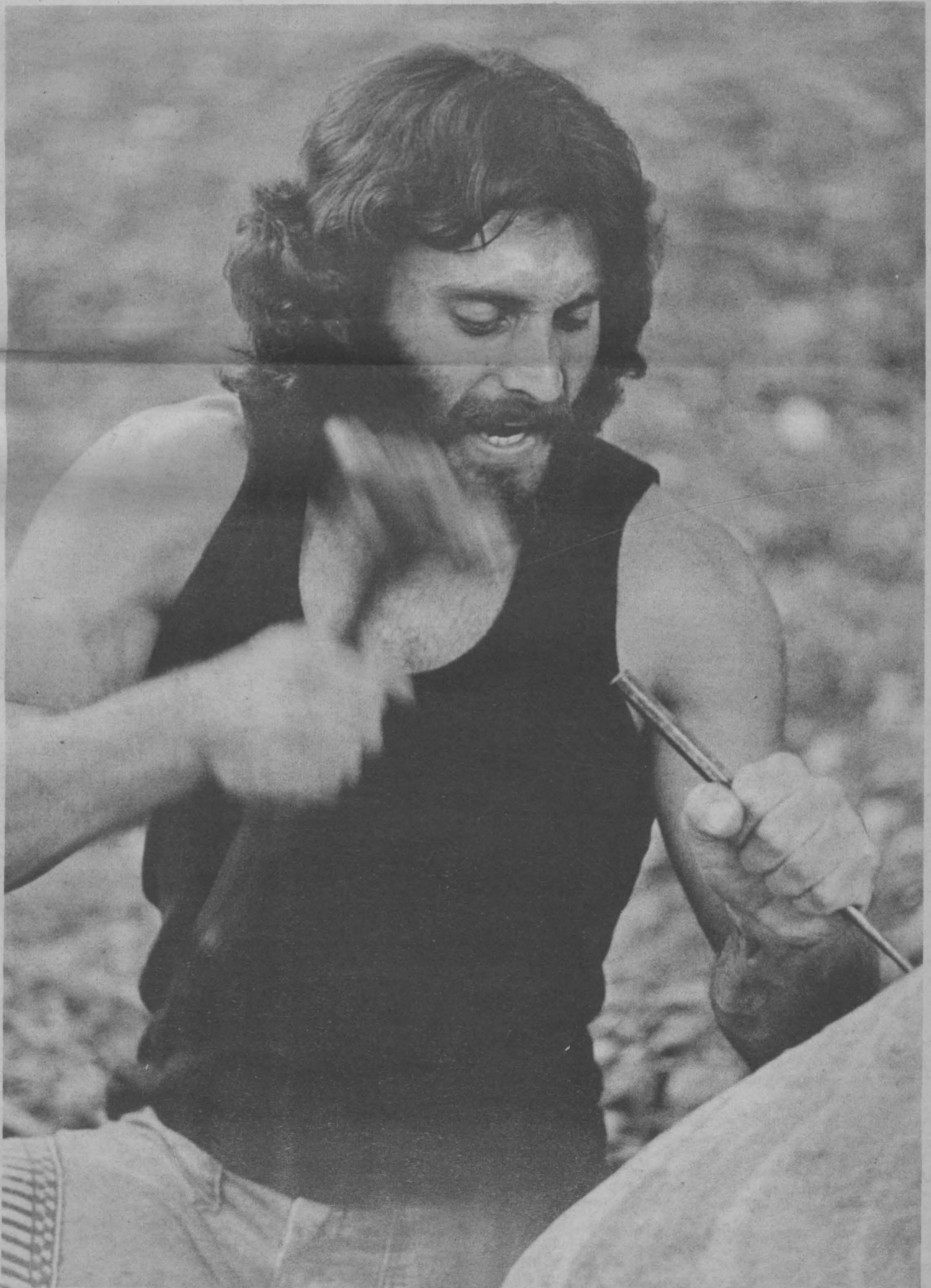
three years. Zins was chaperoning a party, had some trouble with another youth, and told him to leave. When he refused, the ensuing events resulted in Zins being charged with assault. He was convicted and sentenced to up to five years.

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 secretively 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

(Continued on page 7)



Bob Zins at work on a rock sculpture

PROFILE

Gisela Konopka's Two Lives: One of Violence, One of Peace

by Mike Finley

Associate Editor of *Report*.

"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 a

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?'"

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. During the difficult years of the last decade, she was a special assistant to the vice president of student affairs.



Gisela Konopka: "We have been very romantic about the past."

nameless 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

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. Its impact on higher education, schools, correctional institutions, youth agencies, and civic organizations is achieved by means of curriculum development and implementation, classes and workshops for people working with youth, including parents, organizing and distributing existing information and expansion of information through research, and development of model building projects.

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

"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 harassments, 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.

"What frustrated me was that we just didn't know enough about young people. Everyone wrote his or her own books, each according to his or her own slant or point of view. People in the field were quite isolated.

"I felt we had to develop a new kind of interdisciplinary, interdepartmental unit designed exclusively for research, education, and community action with young people.

"The young people are frustrated about so many of their influences," Konopka says, discussing a recent program begun by the Center. "They don't identify so strongly as their parents with their ethnic backgrounds. Many don't understand about race relations—some are very prejudiced, while others are worried about it but don't know what to do. They are confused and perceive that they are being unjustly treated.

Meanwhile the parents are upset. They thought they raised nice kids and find out they've been called into the courts. They don't know how to communicate any more.

One of the Center's staff, Miriam Lew, 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, he books for a moment. There is really only people.

One thing I am careful about is the clichés. '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.

Konopka sees certain parallels between the 30s and the 70s.

"The United States does not remind me of the Nazi time, but I am terribly worried that it reminds me of the period just before the Nazis. There was great uneasiness then, and enormous hostility between people. I am sensitive to the hostility now, and

"The person who made this is not an artist, but to me it is beautiful." The inscription: TO DR. KONOPKA FROM THE GLEN LAKE VOLUNTEERS, 1970.

to the violence. I have known very little else since I was born.

"Even now I am still concerned about the possibilities of demagoguery. Pasternak, who talks about Communists, wrote something very beautiful about how people don't think they have to think for themselves any more, that they have to talk and think like everyone else, and Pasternak says, 'And then arose the power of the glittering phrase.' It worries me. That's what I see too much around me these days, 'the glittering phrase'.

"We take too many things for granted. One thing that gives me hope today are the questions young people ask. Me, for instance, hard work I take for granted. It's important to me. But it's also important that someone asks 'for what? Why are you running so?'

"So I have to step back from my inner self and all that and wonder why I value it. And then, and only then, do I know exactly why I work hard."

When she was working in Pittsburgh thirty 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. 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 onto the heavens, I think it will all come right, that this cruelty too will end, and that peace and tranquility will return again." □

REPORT

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Associate Editor Mike Finley
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TO DR. KONOPKA FROM THE GLEN LAKE VOLUNTEERS 1970

American Family Has Been Changing Throughout History

by Bill Huntzicker

University News Service Writer

Changes in family life and changing roles of women have concerned the American people throughout their history, according to a new history book by two University of Minnesota professors.

Family life is only one aspect of social, economic, political and cultural history considered in *The Restless Centuries: A History of the American People* by Peter N. Carroll and David W. Noble.

"The purpose of the nineteenth-century family was to preserve the innocence of children from the corruption of the outer world until they were adults and strong enough to withstand its temptations," Carroll and Noble said.

By remaining isolated in the home and coming to marriage as a virgin, the woman was expected to be a "paragon of virtue" to shelter her children.

"In the nineteenth century, mother, children and home formed an island

Conference

(Continued from page 1)

and Kennedy administrations, and is now head of the John F. Kennedy School of Government at Harvard.

After breakfast on Monday, the participants will meet in the Regents' Room for the presentation of a paper by Thomas Cronin, a noted political science scholar and a White House Fellow under President Johnson.

Later that afternoon, the conference will resume in Stoll Theater in the new Rarig Center, with a presentation by James D. Barber, Duke University professor and author of *Citizen Politics* and *Presidential Character*.

There will be a final panel discussion to be held Monday night at the Radisson Hotel's Great Hall East. Tentatively scheduled to head the panel are McGeorge Bundy and Joseph Califano, both aides to Presidents Kennedy and Johnson.

President Moos stipulated that those invited to the conference fall into at least one of three categories: those who have actually been advisors; those who are scholars; and those who have distinguished themselves as reporters.

The other invited journalists are John Osborne, E.W. Kenworthy, Allen Otten, and Chalmers Roberts. The other scholars are Fred Greenstein, USMC Major General Robert Bohn, Louis Koenig, and Francis Rourke, who with President Moos co-authored *The Campus and the State*.

Moos has expressed his optimism that the conference will be not only exciting but productive. "We will bring together for the first time," he said in a report to the Regents, "a constellation of experts on the American Presidency, to consider this great office, the disillusion and expectations of it, and I think that it will attract not only national attention, but I think it will bring to bear the best minds in the nation on the future, here, of leadership. And certainly nothing is more compelling in terms of the future of our society." □

of perfection in an imperfect world," the authors said.

Carroll and Noble said that this ideal of the woman as defender of purity and the home was to remain dominant until the 1960s, despite changing moral values and an increase in divorce.

As a result, a number of middle-class women became involved in the mid-19th century and early 20th century reform movements.

One of the first defenses of the feminist movement, however, was that allowing women to vote would help preserve the white, Protestant nature of the political system, Noble and Carroll said.

"A strong emphasis of the suffragists was that the purity of white Protestant female voters would help preserve the moral level of national politics threatened by black and Catholic and Jewish male voters.

"They argued that middle-class white Anglo-Saxon Protestant women were much more apt to vote than lower-class non-white and non-Protestant women," the book said. The women's movement, however, gave impetus to a number of reform movements such as abolitionism, pacifism, free public education and temperance.

Women's movements made little progress toward equal rights in the 19th century, although some state legislatures did pass laws allowing women to own property and the first coeducational college, Oberlin, was opened in 1841.

The issue of free public education was related to concerns about declining family values and the need to control children, the authors said. "A major appeal of the public school reformers was that education would instill the proper habits of industry in the working classes," they said.

But, as early as the beginning of the 19th century, a number of people were concerned about the decline in traditional family values.

"As industrialization and urbanization transformed the economy of the Northeast, the family became less important as an economic unit," the book said. "The use of child and woman labor in factories weakened the cohesion of the nuclear family. Geographical mobility, by uprooting families from their kin and by encouraging the departure of adult children, further undermined the family unit."

Foreign observers often commented on "the lack of parental discipline and the prevalence of youthful autonomy," the authors said.

Women began to look beyond the family. "American women, regarded as too tender to participate in the world of business, taught to accept the intellectual superiority of men, and warned of the dangers of extramarital sex, increasingly resented traditional restraints and searched for meaning in their lives." □

LETTERS

I request that you run a correction of a serious error in the *Report* of September, 1973. We are very concerned about the statement that "Coleman revealed" that a colleague and myself were investigating three particular professors. At no time did any of us release names. We have scrupulously avoided doing that because of a fear that it would give the impression that personalities are the issue.

Further, in the next paragraph there is a seeming indication that we then released three more names. I say "seeming indication" because there is no source given. I can, in addition, assure you that at the time the writer contacted me we were talking to a lot more than six professors. To single out those six (apparently from *Minnesota Daily* stories) and name them in a publication like *Report* does everyone a disservice. You may see what I mean when our report comes out.

In general, the writer played it fast and loose with a lot of material in the story. I can't believe that your deadlines were so tight that he couldn't reach Senator Coleman, as I repeatedly asked him to do.

Roger C. Bergerson
Senate Research

Editor's note: There is no evidence that either Sen. Coleman or his staff or any University administrator revealed the names of the professors being investigated. The names were first mentioned publicly in the *Minneapolis Tribune* and the *Minnesota Daily* on July 24. We regret the suggestion that Coleman revealed the names. Mike Finley, who wrote the article for *Report*, made several attempts to contact Coleman, but his calls were not returned.

I got two things in the mail this morning: the article about students and businessmen (*Report*, Sept., 1973) and a letter asking for money for Planned Parenthood—World Population.

I quote a part of the letter as follows: "One fourth of our nation's children (19 million) live in poverty or near-poverty in families unable to keep up with the rising cost of survival; in families that go without food to pay the rent on shacks and hovels, rat-infested tenements. A million Americans live in families without any income. The children subsist on scraps from a neighbor or scavenge for 'clean' garbage. Hunger and poverty rob them of their birthright, retard their mental and physical growth."

In regard to your article, I am concerned that Wheelock Whitney and his business executive friends have absolutely no understanding of the problems of the poor, which seem to

me to be the greatest problems we face today, both in this country and in other parts of the world. Does the business community ever really touch on these problems? Of course not. It is utterly impossible for the business world to have any conception of how poor people exist. And as long as the profit motive is the "raison d'être" of business there will never be any solutions to these problems.

I beg you not to dismiss me as just another radical socialist. With the increase of population and the decrease of raw materials that the world faces today, the problems will multiply. Smart businessmen know this and want to insure their security by indoctrinating young people in colleges and schools throughout the country.

A great change in the attitudes of the people who have made it must come about and come soon. The schools and the colleges are where this change must originate. I doubt very much that the course called Management 5-101 will even come close to this necessary change.

Virginia T. Jacobsen, Fridley, Minn.

PEOPLE

■ George King, chairman of the Afro-American studies department, has received a Certificate of Recognition from the Afro-American Brotherhood and Culture Group at Stillwater State Prison for "selfless contributions to the black community and its political, social, and business institutions."

■ John Modell, associate professor of history, has been named acting director of the Center for Immigration Studies for 1973-74. Modell, a specialist in urban and ethnic history, will serve during the sabbatical leave of Prof. Rudolph J. Vecoli. Vecoli has received a Senior Fulbright Research Grant for work in Italy.

■ The Minnesota Division of the American Cancer Society has awarded a clinical professorship in medical oncology to Dr. Ignacio Fortuny, associate professor of medicine. The professorship was given in recognition of Fortuny's role as a clinical teacher and to help the University develop a teaching program in cancer for medical, dental, and nursing students.

■ A book written by Regents' Prof. Paul Meehl and published by the University of Minnesota Press has been voted a classic in its field in a survey of directors of clinical psychology doctoral programs at American universities. The book, *Clinical versus Statistical Prediction: A Theoretical Analysis and a Review of the Evidence*, was published by the Press in 1954 and is still in print.

■ John M. Wood, a native of Huddersfield, England, who has taught at the University of Illinois since 1964 has been appointed professor of biochemistry and director of the new Freshwater Biological Institute in Orono.

Any faculty or staff member who has received a significant award or other high honor is invited to submit a brief news item to Maureen Smith S-68 Morrill Hall, Minneapolis 55455.

CAPSULE

Bob Zins

(Continued from page 3)

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 frequent 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.

The Minnesota Legislature must think so too for it appropriated additional funds to the University to operate the program even though the University had recommended that it be transferred to some other more appropriate agency. This, the University emphasized, was not in any way to suggest that the program was not a valuable one—it was simply the opinion of the Regents that funding should be through another agency such as the State Department of Corrections. The funds appropriated are only for one

year and then the program's future will be uncertain.

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."

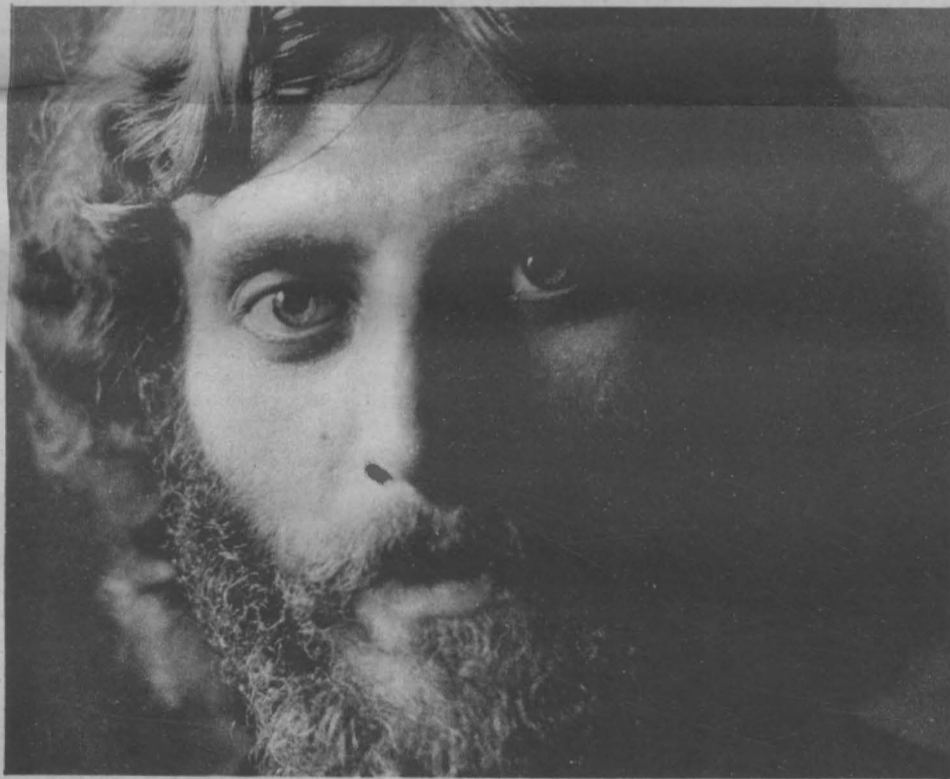
The contrast between producing broken chunks of rock or a sculpture more or less dramatizes the continuing conflict between those who want penal systems to penalize and those who think they should rehabilitate.

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." □



■ The Regents have named a seven-member search committee to seek a successor to University President Malcolm Moos. Regent Neil Sherburne is chairman (see page 2).

■ Albert J. Linck, dean of the College of Agriculture, has been named acting associate vice president for academic administration. John A. Goodding, assistant dean of agriculture, will become acting dean of the College of Agriculture while Linck assumes his duties in Morrill Hall.

■ Shirley Clark, associate professor of the history and philosophy of education, has been named acting assistant vice president for academic administration. Her position is the highest ever held by a woman in the central administration of the University.

■ Nils Hasselmo, chairman of the Scandinavian department and director of the Center for Northwest European Language and Area Studies, has been named associate dean and executive officer for administration in the College of Liberal Arts. He succeeds John Turnbull, professor of economics, who resigned as associate dean June 30.

■ Shyamala Rajender, former assistant professor of chemistry, is suing the University for \$750,000. She was on the chemistry faculty from 1966 to 1972 on a temporary basis and was not rehired last fall. She charges that she was discriminated against because of her sex and national origin. Her suit also asks for a permanent appointment as assistant professor.

■ All twelve members of the Board of Regents have made public their outside affiliations and their assets and liabilities in excess of \$10,000. The disclosure is in accordance with a conflict of interest policy the board adopted in July.

■ An ad hoc committee of the Regents will consider the doming of Memorial Stadium. Members are Fred Cina, Lester Malkerson, and John Yngve.

■ Another ad hoc Regents' committee will study the role and goals of the Institute of Agriculture. Members are Josie Johnson, Lauris Krenik, and Malkerson.

■ Regent Fred Hughes will be a one-man ad hoc committee on the proposed new Law School building.

■ Regents L. J. Lee, George W. Rauenhorst, and Loanne Thrane will be an ad hoc committee to study land use and development on University property in Rosemount.

■ The Classroom Building at the University of Minnesota-Duluth was renamed A. B. Anderson Hall Sept. 8 in honor of the late Rep. Anderson, a sponsor of the bill that established UMD as a coordinate campus of the University.

■ About 1,000 support services employees on the Twin Cities campus will have the Minnesota Teamsters Public and Law Enforcement Employees Union, local 320, as their bargaining agent. The union was chosen in elections Sept. 5 and 6 (see page 2). □

EVENTS

Music

- Oct. 6—Bernhard Weiser, pianist, Northrop Auditorium, 8:00 p.m.
- Oct. 7—Luciano Pavarotti, lyric opera tenor, University Artists Course, Northrop Auditorium, 3:00 p.m.
- Oct. 8—St. Paul Chamber Orchestra, West Bank Auditorium, CB 125, 175, 8:00 p.m.
- Oct. 10—Macalester Trio, Scott Hall Auditorium, 8:00 p.m.
- Oct. 12—Minnesota Orchestra, opening night: Orchestral, Northrop Auditorium, 8:30 p.m.
- Oct. 16—National Chinese Opera Theatre, University Artists Course, Northrop Auditorium, 8:00 p.m.
- Oct. 19—Minnesota Orchestra, Charles Treger, violinist, Northrop Auditorium, 8:30 p.m.
- Oct. 21—Duncan McNab, pianist, Northrop Auditorium, 4:00 p.m.
- Oct. 27—Sorcerers, Goblins, & Cartoons, a Halloween concert by the Minnesota Orchestra, Northrop Auditorium, 10:30 a.m.

Theater

- Oct. 4, 5, 6—"LUV", Theater Experimental, Old Main Studio Theater, Duluth campus, 8:30 p.m.

Art

- Oct. 12-Nov. 11—Arrowhead Art Show, Tweed Museum of Art, Duluth campus.
- Oct. 3-22—Drawings and paintings by Linda Smith, University Gallery, Northrop Auditorium.

Dance

- Oct. 13—American Ballet Theatre, ballet repertory company, University Artists Course, Northrop Auditorium, 8:00 p.m.

Lectures

- Oct. 2-Nov. 20—"Twilight of Antiquity: The Beginning of a New Era," R. Stuart Hoyt Memorial Lecture Series, lectures by Tom B. Jones, Regents' Professor of History, Tuesday evenings at 8 p.m. in 125 Auditorium Classroom Building, Twin Cities campus/West Bank. Tickets \$10 for the series; individual tickets will be sold for \$2.50 at the door.
- Oct. 16-19—Wesley W. Spink Lectures on Comparative Medicine, lectures by Dr. Michael Wilson Fox, Oct. 16 at 2:30 p.m. in North Star ballroom of St. Paul Student Center, Oct. 17 at 2:30 p.m. in 175 Life Science Building at the University of Minnesota-Duluth, and Oct. 19 at noon in Mayo auditorium in Minneapolis.

Sports

Football—Home Games

- Oct. 6—Gophers vs Nebraska, 1:30 p.m.
—Crookston vs Brainerd, 7:30 p.m.
- Oct. 13—Gophers vs Indiana, 1:30 p.m.
—Crookston vs Fergus Falls, 1:30 p.m.

Cross Country

- Oct. 6—Wisconsin vs Minnesota, University Golf Course, 10:30 a.m.
- Oct. 13—Minnesota vs Michigan State, University Golf Course, 10:30 a.m.

Films

- Oct. 6—"The Wild Bunch", Kiehle Auditorium, Crookston, 8:00 p.m.
- Oct. 8—"The Great Train Robbery", North Star Ballroom, St. Paul campus, noon.
- Oct. 10—"Harold and Maude", North Star Ballroom, St. Paul campus, 7:00 p.m.

Notes

- Oct. 4—Beef Cattlemen's Institute, Red River Valley Winter Shows Bldg., sponsored by Northwest Experiment Station, Crookston, 2-8 p.m.
- Square dancing—every Tuesday, 7:00 p.m. North Star Ballroom, St. Paul campus □

Women's Studies

(Continued from page 1)

civil service women would see our courses as courses to take" on Regents' scholarships.

A conference on women's studies was held Sept. 22 at Spring Hill in Orono. Students, faculty members, civil service staff members, and representatives of various women's groups and services for women at the University spent the day exchanging ideas. Before the conference, McNaron said she expected between 75 and 100 people. The civil service people who were invited "have responded immediately and almost all affirmatively," she said.

The women's studies program is moving on two fronts, McNaron said. The program itself is developing interdisciplinary courses. An introductory survey course, "Comparative Study of Women," began this fall. Prof. Caroline Rose of sociology is teaching the fall course in the three-quarter sequence. Winter and spring courses will be taught by Joanne Arnaud, assistant professor of political science, and Janet Spector, instructor of anthropology.

Besides that, McNaron will be "talking constantly with regular departments to get them to change existing courses." The women's studies program could never offer enough courses or hire enough people to do the job that needs to be done, she said.

What disciplines should be paying more attention to the role of women? "My problem is trying to think of what disciplines to leave out," McNaron said. "If you just start down the alphabet with anthropology, there's the whole question of matriarchy or patriarchy."

The most obvious fields that need to give more weight to the contributions of women are history, political science, sociology, and the various literatures, she said. And economics has "all kinds of possibilities"; for example, an economics course might study "women as work force."

"One of the most exciting areas throughout the country is women in the law," she said. A course could consider how the legal system and various agencies "work differentially if the client is a woman rather than a man."

Two primary fields for study are biology and genetics, McNaron said, because "they house the data that have been used to do the 'body is destiny' thing."

And linguistics is "a wonderful field," because it looks at "the nature of language and the metaphors chosen."

With all that the regular departments could be doing, McNaron said, some faculty members have questioned whether there is a need for a separate program. Maybe all that is needed, they have suggested, is someone like McNaron to go around to the departments and persuade them to make the needed changes in their own courses.

McNaron plans to do a lot of persuading, but she is also convinced that interdisciplinary courses are needed, as well as courses that deal with "explicitly feminist questions that don't belong in the departments."

Taking an example from her own field—English—McNaron said that "if I'm going to teach Shakespeare and think about it from a women's studies point of view," two kinds of questions can be asked.

One set of questions would include: What is Shakespeare's treatment of women? Is it culturally determined or does he cut against the stereotypes? These are standard questions that might be asked in any English class in which Shakespeare is covered, she said.

"A more searching question that is feminist," she said, is "having read *Lear*, will what I think about the undisputed central character, *Lear*, and the women around him in any way be affected if I look at that play from a feminist perspective—that is, from the perspective of the women characters in the play?"

"It lops over into criticism. If I read 40 articles, 36 of them by men, I may read that Cordelia is a marvelous source of virtue. When I read that play, I see her as stubborn, willful, very much her father's daughter.... She's both more interesting and more responsible than she is usually thought to be. I can't see her as this wonderful goddess of virtue."

"That doesn't mean I'd argue that Cordelia is the center of the play. *Lear* is the center. We won't make all the heroes women."

"You deepen a student's understanding if you raise certain questions," McNaron said. "That will be both exciting and disquieting. People are used to thinking in old patterns, and those patterns are male-oriented."

Women's studies won't simply be a matter of looking at old works in new ways. "One of the real opportunities women's studies offers scholars," McNaron said, "is a chance to discover absolutely unknown primary material. That's what the life of the mind is all about."

"There are women writers and all sorts of historical documents that have never been read. We can make an enormous contribution to the field of new knowledge."

Scholars might find "six diaries out of New England homes that would give an entirely different slant on some event than we've known from public documents," she said. "It will unsettle established views."

In literature, she said, "you might discover that some woman novelist really is the first person who used a literary technique or built a new genre."

"There'll be a lot of trash" when unread material is uncovered, she admitted. "But there's a lot of trash around now."

How the women's studies program will be structured is "still unresolved," McNaron said. One possibility is a program "comparable to humanities," with a separate faculty. Or, she said, "joint appointments make a lot of sense."

McNaron said she has heard from many faculty members "who would like to teach in the program but to whom we can't offer funds" this year.

"If I can judge by the previous and present interest from faculty," she said, "I would look for a really lively growing program. Most faculty members I've talked to have been more than open to what I've been saying."

Although McNaron said she has met with little resistance to the program on its academic merits, she is aware of "a genuine concern on the part of faculty in established disciplines who have served the University for years, and worry that any new program will siphon funds" from the regular departments.

"I understand that concern," McNaron said. "This is a period of financial difficulty, and there is some foundation for that."

But McNaron said that "it seems to me that, given the things that are true about the intellectual potential" of the women's studies program, "it's hard to defend that financial worry" when weighed against the gains the program can bring "both to the students and to the institution."

"We'll try to work around the given fact that there's less money to do things," McNaron said. "Of the things left to do, one of the crucial and valid ones" is to enlarge the curricular offerings on questions related to women, she said.

McNaron said the program "will always owe a special debt" to E. W. Ziebarth, former dean of the College of Liberal Arts (CLA). "In a time of great financial emergency in his college, he insisted on funding this program, however meagerly. If he had said no, none of this could happen. He said yes, and we could start. He really has been splendid."

What about the new CLA dean (Frank Sorauf) and the new acting vice president for academic administration (Harold Chase)?

"I've known and worked with both Hal Chase and Frank Sorauf in the past," McNaron said. "I have a sense of them as extremely fair men, and I look forward to explaining the program to them." □

REPORT

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A Publication for Faculty and Staff
of the University of Minnesota

October 15, 1973

Maternity Benefits Added to Basic Health Coverage

by Maureen Smith
Editor of Report

Maternity benefits are now included in the health insurance coverage for women employed by the University—faculty and staff, married or single.

And the new insurance contracts that went into effect Oct. 1 have some other good news for staff members as well.

A new state law requires that all group insurance plans include maternity benefits for female employees. At the University, all employees who work at least 75 percent time are provided with basic coverage paid by the state. (Those who work between 50 and 74 percent time can get the coverage by paying \$21.28 a month, which also includes life insurance.)

Maternity benefits have been added to the basic coverage under both plans offered to University employees: Blue Cross-Blue Shield and Group Health.

The women most likely to be affected by the change are young women who do not have children and whose husbands do not work for the University or any state agency, according to Harold Bernard, director of Insurance and Retirement.

In the past, he explained, maternity benefits were provided for those staff members who purchased dependent coverage for their families at a cost of about \$34 a month. If a woman had no children, and her husband had coverage through his own place of employment, she would be unlikely to want the dependent coverage—because "\$400 a year is a lot of money just for maternity coverage," Bernard said.

(When both husband and wife worked for the University or the state, maternity benefits were provided.)

Once a child is born, a female employee may add dependent coverage effective from the date of birth. Application must be made within 30 days of the time the child is born. If a woman terminates her employment before the child is born, she can retain the maternity benefits by converting to a non-group policy and paying the premiums herself.

If a woman takes maternity leave, she can continue her coverage by paying the University's share of the premiums during the time that she is on leave.

For staff members who have dependent coverage, the new contract also pro-

vides maternity benefits for minor female dependents.

Eligibility for maternity benefits always depends on the time of conception. A woman who was already pregnant on Oct. 1 would not qualify for this new coverage.

The new contract also includes coverage for alcohol and drug dependency treatment. In the past, benefits were paid only if the treatment center was part of a regular hospital. Now the only requirement is that the treatment center be licensed by the state.

Another change is that disabled employees and dependents of deceased employees will now be allowed to continue their coverage at their own expense. Disabled employees may continue the coverage both for themselves and their dependents for as long as they remain disabled, or to age 65 (when they will become eligible for Medicare). Dependents of deceased employees, provided that they had been covered before under dependent coverage, may continue their coverage for up to 12 months.

All of these new benefits were required by state law and have been added to both the Blue Cross-Blue Shield and the Group Health coverage.

Besides these required benefits, the major medical maximum under the Blue Shield plan was increased from \$15,000 to \$50,000. In addition, the major medical coverage will now include hospitalization starting with the 366th day. The first 365 days are paid under the basic coverage for hospitalization.

Group Health also improved its plan by increasing the out-of-area benefits about 50 percent and its supplemental services benefit maximum from \$5,000 to \$10,000.

With important benefits added and medical costs rising, Bernard said, "most people were expecting a great increase in the premiums." But the cost to the employee for dependent coverage was increased far less than expected—and on July 1, 1974, the cost will actually be reduced.

The cost of dependent coverage under the Blue Cross-Blue Shield high option was increased by only 26 cents—from \$34.08 a month to \$34.34. For the low option, the cost was increased from \$16.60 to \$18.66. The cost for Group Health was increased from \$34.44 to \$37.52. The increased charges showed up for the first time on the Oct. 15 paychecks.

Beginning on July 1, the state will make a contribution of \$10 per month for dependent coverage. Prior to that time, an open enrollment period will be announced. At that time, staff members may add dependent coverage for their families with no evidence of insurability. □



Harold Chase: "Professors are the last of the world's free men."

Vice President Chase Likes Teaching Best

by Maureen Smith,
Editor of Report

What Harold Chase likes doing most is teaching, and he values the freedom of a scholar's life. But this year he has given up some of his freedom in order to become acting vice president for academic administration.

"A job like this is an exciting challenge," he said about his new position, "but you spend a lot of time doing things that have to be done but that don't give you the same kick."

So why trade a job he loves for one he knows will be more aggravating and not as much fun? Because University President Malcolm Moos, "whom I greatly admire and respect, insisted that I could be a big help to him and the University in a particular role other than teaching." And because the University of Minnesota "is not just another university to me. It is the most important thing in my life next to my family."

Chase can say things like that, and they sound right. The man is an optimist, and his optimism may serve him well during his year or so as an administrator.

How is faculty morale? "You ask me this at an interesting time," he said Sept. 20. "I just came from a lunch honoring Paul Meehl (Regents' Professor of Psychology). He said he sees younger faculty members working hard, they're interested in what they're doing, they're doing what we were doing when

we were younger but they're better paid.

"He has a lot of confidence in the future, and so do I.

"A lot of people were disappointed in last year's legislative appropriation, and probably unrealistically. In absolute terms we did pretty well, and certainly we did well compared to other states.

"We're in good shape. We're coming out of any lapse in morale we might have had. I think we're snapping back out of that very quickly.

"One thing that has impressed me has been the amount of manifest good will. People have been stepping forward and making genuine offers to help. Some have come from people I had reason to believe were not too happy."

Chase said he sees "another indication of good health" in the people who have accepted high administrative positions. He said he was able to get the two people he most wanted to serve with him in academic administration—Albert Linck, dean of the College of Agriculture, as acting associate vice president and Shirley Clark, associate professor of the history and philosophy of education, as acting assistant vice president.

"Both of them have the capacity to be anything," he said of Linck and Clark. "I can see either of them as the future president of a great university," he

(Continued on page 6)



Virginia Fredricks

Virginia Fredricks: 'Sensitive and Flexible'

by Judy Vick

University News Service Writer

In the midst of a turbulent time at the University, College of Liberal Arts administrator Virginia Fredricks has some "secrets" for living and getting along with people that may even help her handle the Middle Eastern situation.

"Both in teaching and in administration I try to be as open-minded as I can and be willing to listen—assuming people are of good will until proved otherwise," Fredricks explained. "If possible, I try to find a shred of humor in the situation."

Fredricks, professor of theater, is in her third year as associate dean for the humanities and fine arts in CLA. Her job presently includes acting as chairman of an interim advisory committee for both factions of the recently split Middle Eastern languages department.

"I try to decide what is fair, what is logical, what is reasonable—even though someone might disagree, I try to be objective," she said.

"Dean Fredricks is a truly remarkable person, sensitive and flexible, but with a core of firmness and balance which is a great asset in dealing with the many problems she handles so well," said E.W. Ziebarth, former dean of the College of Liberal Arts. "Combining

those qualities with compassion and warmth, she makes friends easily, and they in turn are loyal to her."

Although she is the first woman to hold such a high-level position in CLA and is the equal opportunity officer for the college, she isn't, in her words, a militant liberationist. She did, however, start fighting for equal salaries for women early in her career as a high school teacher in Breckenridge, Minn., in the 1940s.

"When they were paying men with families a higher salary than I was getting, I could see some reason for it, but when they hired a single man right out of college and paid him more just because he was a man, that was too much—a salary committee was formed and I was on it. We didn't equalize the situation, but it was improved."

Fredricks taught English in her native North Dakota and Breckenridge, Karlstad, and Fergus Falls, Minn., before she came to the University of Minnesota as a graduate student and teaching assistant in 1953. During her graduate school years she worked as a dorm counselor and made recordings for the Society for the Blind (her area of specialization is the oral interpretation of literature) to pay her expenses.

Considering herself primarily a teacher who is on temporary administrative duty, she is currently teaching a graduate course in oral interpretation of poetry and next spring will direct a

Readers Theatre production in the new Rarig Center.

As for her administrative duties, which include at this time dealing with a lawsuit by a terminated humanities faculty member and cutbacks in fundings, she says, "By and large the department chairmen have been extremely cooperative—even when they winced at all the cuts. I must be out of step with the times, because as bad as things are, I don't despair.

"Also, I try not to be haunted by the problems when I go home—I like to go swimming or listen to music or read. I think literature helps give you a perspective on human foibles."

Only One Woman Hired as Prof

Only one woman was hired by the University at the full professor level between October 1972 and May 1973, according to records compiled by the Council for University Women's Progress (CUWP).

During the same period, nine men were hired as professors.

One woman and 15 men were hired as associate professors, the same records show. Three women and 32 men were hired on "other" appointments. The data was compiled from Regents' dockets. Only new appointments were counted, not promotions in rank.

Data compiled by the CUWP about the civil service staff shows that 23 percent of the men and 3 percent of the women earn more than \$1,000 a month, while 10 percent of the women earn less than \$400 a month and 2 percent of the men earn less than \$500 a month.

Of the total civil service staff, 66 percent are female and 34 percent male.

CAPSULE

■ The Regents' committee to search for a new University president met Sept. 27 and voted to invite the widest possible participation in the nominating and selection processes. The committee voted to ask the Senate Consultative Committee and the Alumni Association to work with them. Anyone may submit a candidate's name; call or write the Regents' office, 429 Morrill Hall, 373-0080.

■ The University Senate held a special meeting Oct. 4 to consider the establishment of a faculty-student advisory committee for the selection of a new president.

■ State Sen. Nicholas Coleman has released a 32-page report listing abuses he says the Senate research staff found among University faculty members who do outside consulting. No professors were named, but circumstances of the alleged abuses were listed. Coleman said the University's consultantship policy is vague and not enforced.

■ University President Malcolm Moos warned against generalizing about faculty consulting on the basis of the abuses cited in Coleman's report. Vice President Harold Chase and the Ad Hoc Committee on Policies Related to Faculty Responsibility will investigate the consultantship issue. By the end of the year, Chase is expected to make recommendations for more effective monitoring of faculty consultations.

■ Rodney Briggs, executive assistant to President Moos, has been named president of Eastern Oregon State College in La Grande. He will leave the University sometime between Nov. 1 and Dec. 31.

■ Faculty members at the University of Minnesota-Duluth voted Sept. 18 to continue the UMD Faculty Association to represent them in issues related to collective bargaining discussions.

■ A survey of alumni at the University of Minnesota-Morris showed that the unemployment rate of the group was 2.5 percent (2.6 percent of men and 2.3 percent of women). Only 17.3 percent of the women said they were homemakers exclusively and not in the labor market.

■ The name of the student newspaper at the University of Minnesota-Duluth has been changed from *Statesman* to *Statesperson*.

■ An interim policy on the possession and consumption of alcoholic beverages in UMD residence halls went into effect at the end of September. Students who are of legal age may possess and/or consume alcoholic beverages in their rooms. The policy went into effect after a survey of dorm residents. More than 90 percent of the residents indicated agreement with the policy, and only two students indicated a preference to move. □

Summer in November: Our Man in Antarctica

by Mike Finley

Associate Editor of *Report*

Toward the end of September every year, when most Minnesotans start reminding themselves to buy a warm pair of gloves, and a few make plans to enjoy the good life in Florida for the winter, one Minnesotan and his colleagues are hurriedly making last minute preparations: insulated boots, liners, parkas, mukluks, mittens.

Stranger still, these Minnesotans are preparing for summer. In Antarctica.

Donald Siniff, an associate professor of ecology and behavioral biology has spent October and November watching Antarctic wildlife for the last six Octobers and Novembers. That makes one whole year in a part of the world that has no government, few conveniences, and, according to the popular point of view, no life. With that point of view Professor Siniff takes issue.

"It's the only place in the world I've seen where life is actually all around you. You may be standing by several crabeater seals and watching several more move onto the ice, while two or three emperor penguins pad by, and a hundred feet away a group of whales breaks the surface."

The fact is that there are a lot of things people don't know about Antarctica. There's a lot more there than ice. True, it is a cold place. At McMurdo Station, the largest U.S. base, where Siniff and five others from the University will study birds and seals of the pack-ice region, spring temperatures range from ten to thirty degrees below zero. For a very few days in mid-summer it may soar to forty degrees.

It is also true that there is a layer of ice about two miles thick at the south pole. Beyond the Antarctic soil exists a stretch of pack-ice stretching for 100 to 400 miles.

Land vegetation, Siniff says, is almost nonexistent, and is restricted to certain kinds of lichens and a single hardy species of grass. Nevertheless the Antarctic region manages to sustain a complete—but very short—food chain and support system. Studying this system is Siniff's job.

"After the phytoplankton the most important food zooplankton is a crustacean called *krill*, a shrimp-like organism which lives on the phytoplankton.

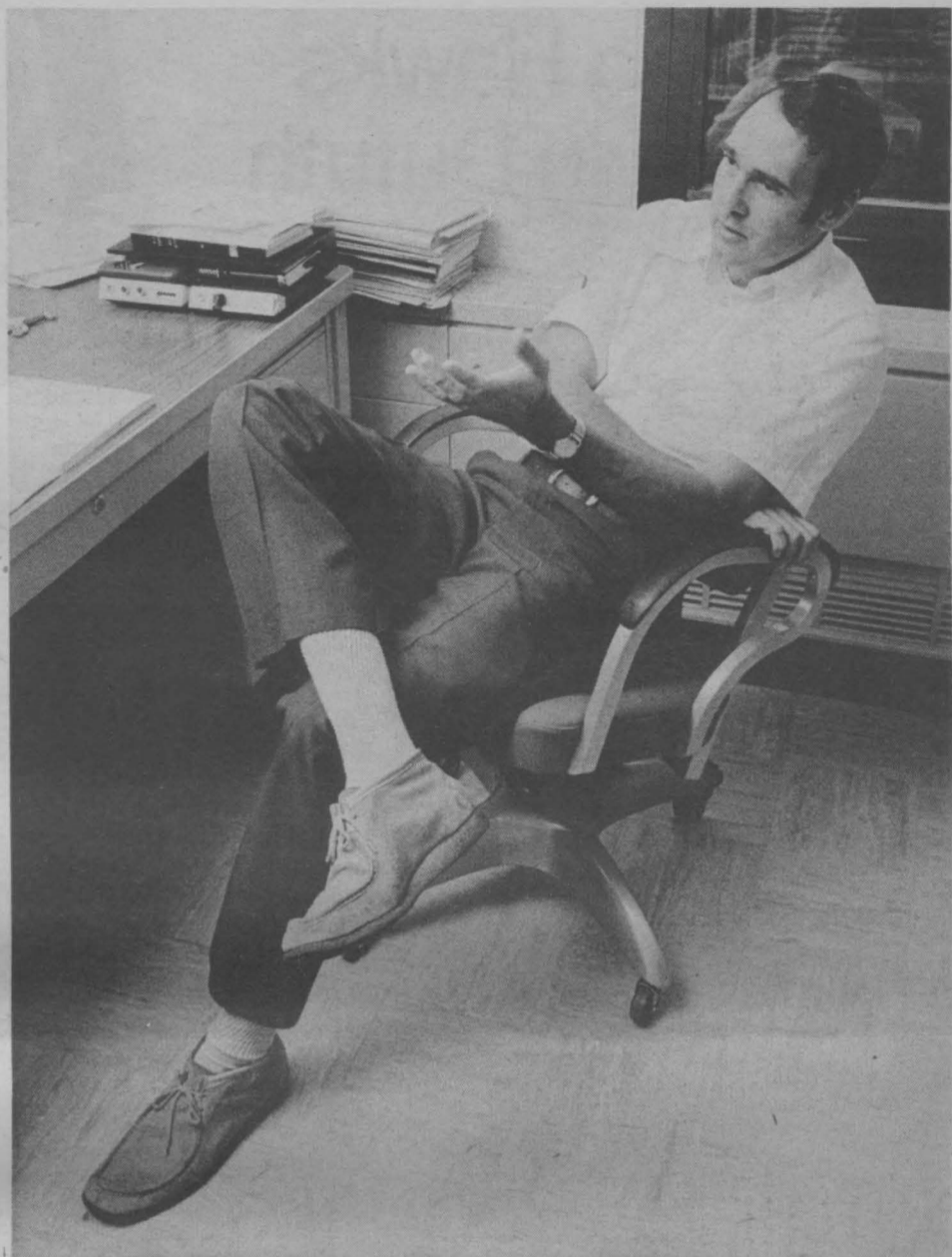
"In turn, many of the big vertebrates, different species of whales and seals, base their diets completely on the krill.

"We have spent some time developing census methods for the crabeater seal, an animal which has developed lobed teeth which enable it to strain krill from the water.

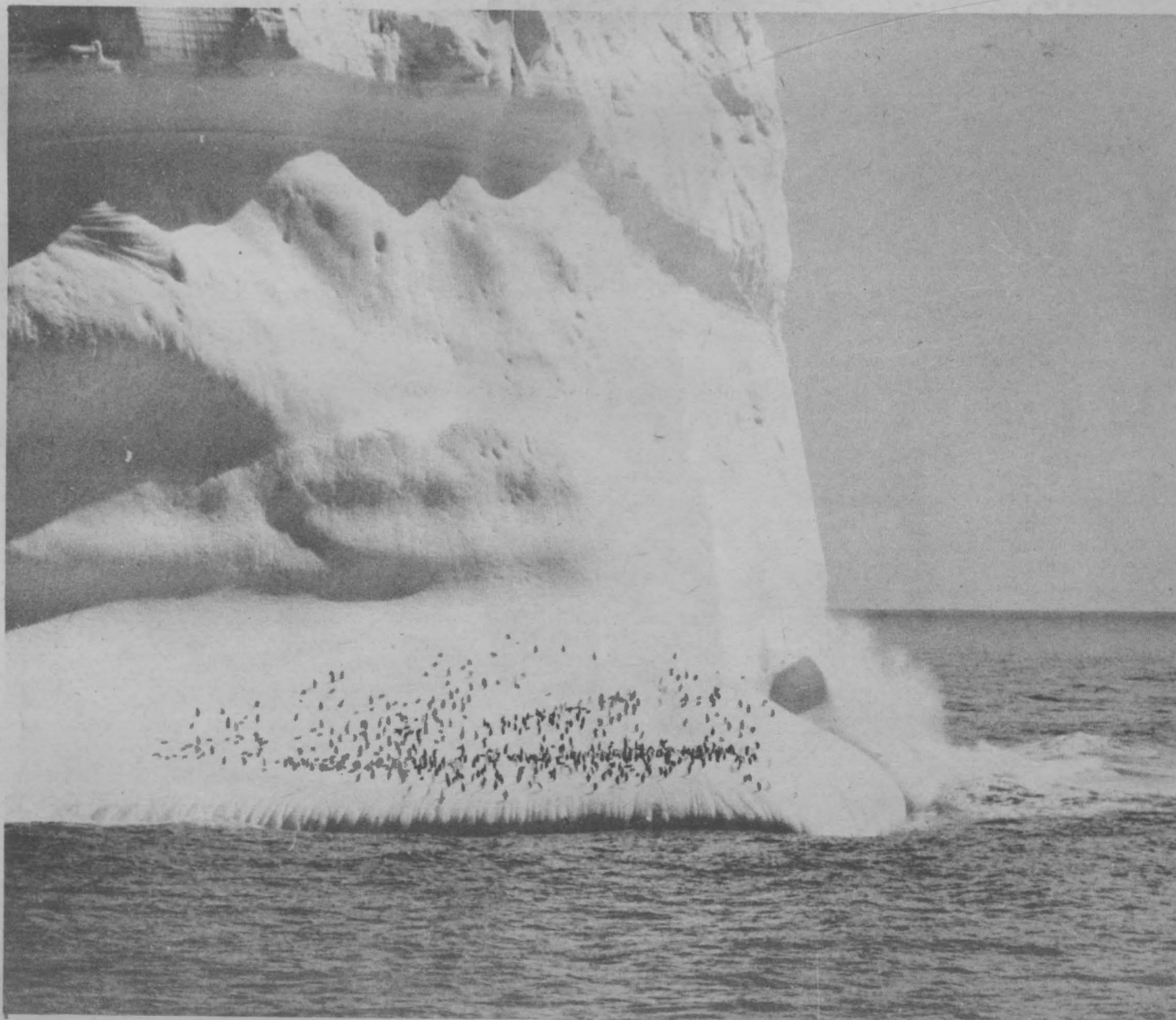
"Another seal, the Weddell, is an ice-chewing seal which lives close to the continent in the area of heavy pack-ice. It breathes air by enlarging cracks in the ice with a back-and-forth buzz-saw action with its jaws until it breaks through the surface."

From his 12' x 20' oil-heated fish-house at McMurdo Station on Ross Island, Siniff and his colleagues have performed many experiments, some of them aerial census experiments, others using telemetry under-the-ice television, and blood samplings to study the popu-

(Continued on page 6)



Donald Siniff



REPORT

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Migrating Hawks Counted in Duluth

by Roland Lovstad
Duluth News Service Writer

High on a ridge overlooking Duluth, dedicated observers keep their eyes on the horizon. Oblivious to the bright autumn colors, the spectacular view of Lake Superior or the cold October winds, they look for one thing—hawks.

The observers, including several University researchers, are participating in

the annual hawk count at the Hawk Ridge Nature Reserve on Duluth's Skyline Drive.

Duluth counts one of the largest fall hawk migrations in the United States, according to Pershing B. Hofslund, UMD professor of biology. Up to 70,000 birds pass through the area during the September-to-December migration season, he said.

Hofslund and other members of the

Duluth chapter of the Audubon Society are among those who keep the vigil on the hill, faithfully recording the numbers and species of hawks and eagles. The society was also instrumental in establishing the 115-acre preserve.

After studying the migration for a number of years, the UMD ornithologist says that each year he finds exceptions to the theories he has formulated about the migration. However, he is sure of two reasons why the birds fly over Duluth.

"Topography is a major factor," he explains. "Hawks catch a ride on the thermals that come from the west. This

good riding wind current ends at Duluth, largely because of the influence of Lake Superior.

"Also, hawks and eagles are primarily forest birds and seem to show reluctance to leave forested areas. Duluth is at the southerly tip of the continent's northern forests, and it seems that they follow the forests for as far south as they can go during migration."

As many as 27,000 hawks have been observed in one day during the peak of the migration, Hofslund said. Ordinarily from 15 to 19 species are seen each year.

The migration begins in August, peaking about the third week of September and reaching a second peak during the second week of October. Bald eagles generally pass over the area after the first heavy snowstorm, sometime between Thanksgiving and Christmas.

Broadwing hawks migrate as far as Central and South America, Hofslund stated. He said other species may only go as far south as Kansas or Louisiana. He said a banding program conducted last year by a UMD graduate student brought a report of a goshawk in Louisiana, the first recorded instance of that species in the state.

Last year, Hofslund said, about 700 birds were banded. As many as 65 are caught and released in one day. In spite of the fact that many birds are captured and handled during the migration, it does not appear to be harmful, according to Hofslund. He said that in the several years that work has been done at Hawk Ridge, only one bird has died in captivity. They are usually caught and released within a few hours.

Along with his own observation and research, Hofslund also serves as the unofficial guide at the reserve. As word of the migration observation spreads, an increasing number of people come to watch. One weekend in September found over 400 people at the observation site. The Hawk Ridge Nature Reserve provides tours and information to the visitors who range from local school groups to a regional meeting of the Inland Bird Banding Association which met in Duluth on Sept. 15.

Two students from the Twin Cities campus are exploring several research angles in relation to the migration. Pat Redig and Mark Fuller are now in their second year of work during weekends at Hawk Ridge.

Redig, a senior in veterinary medicine, said nature's large birds like hawks, owls, and eagles are not well known biologically. "Better knowledge of these birds can have implications for wildlife management," he explained.

Fuller, a graduate student in ecology and behavioral biology, said their long range goal is to utilize migrating birds as a tool to monitor the quality of the environment. "Being at the top of the food chain, these birds may give us an indication of environmental quality in the wilderness areas which they inhabit," Fuller said.

Currently, the pair is gathering information on a disease that particularly affects birds.

Pershing B. Hofslund

(Photos on these two pages by Ken Moran, UMD News Service photographer)





Called aspergillosis, the disease is caused by a fungal organism that infects the respiratory system. Redig explains it "as a pneumonia of sorts. Once the bird shows signs of the disease, it is ultimately fatal."

Cultures are taken from the trachea of captured birds and a blood sample is taken from the wing area. The birds are also examined for physical injuries and records are made of weight, wing and tail lengths, and patterns of plumages of molt.

"We tally what we see, including the time of day, and the weather conditions," Fuller said.

"The blood sample, when studied in the lab, will help us determine presence of antibodies that might indicate

the bird was challenged by aspergillosis and help us determine regimens of therapy that might be effective," Redig observed.

Tracheal swabs are taken from goshawks, which seem to be most susceptible to the disease. They are used with the blood samples to study aspergillosis.

"By studying the blood samples, we may also be able to develop dependable techniques of determining the sex of the bird," he added.

During other parts of the year Redig and Fuller concentrate on rehabilitation of injured wildlife, a project which they hope to be able to expand in cooperation with the University. □

Indians Earn Doctorates

by Judy Vick

University News Service Writer

In this single year of 1973 the University of Minnesota may award doctorate degrees to more individuals of American Indian ancestry than it has awarded to American Indians in its entire 122 years of previous existence.

Kenneth Ross, a 31-year-old Sioux from Flandreau, S.D., received his doctor of philosophy degree at June commencement ceremonies. Four other persons of American Indian descent are expected to receive doctorates by the end of the year.

The five are graduates of a College of Education program to train graduate students who wish to serve as administrators in local districts, state departments of education, and federal agencies that serve large numbers of Indian children.

These people will be joining a select group of fewer than 100 American Indians who have earned doctorate degrees since 1934, according to an estimate by LeRoy Felling, chief of the branch of higher education, U.S. Bureau of Indian Affairs. In its history, the University of Minnesota has awarded a doctorate to only one person known to be of American Indian descent before this year.

This fall the federally funded program will enter its fourth year. Thirty-eight persons of American Indian descent have participated in the program during

the last three years, and only four have withdrawn. Five new participants entered the program this fall.

The participants have included members of 15 tribes from 15 states.

"I consider the program to be successful," said Charles H. Sederberg, director of the program and of the University's Bureau of Field Studies and Surveys.

"The graduate degrees completed are an indication of immediate benefit to the program participants, and the University has been enriched by the presence of these Native Americans in classes and other campus activities. I feel that the success of the program merits expansion into other academic and professional areas in the University."

Will Antell, resident director of the program and director of Indian education for the state of Minnesota, and one of the five candidates for a doctorate this year, had this to say about the program:

"The state of Minnesota has recognized the unmet needs for educational opportunity for Indian citizens and since 1967 has made a massive effort to correct this moral and legal obligation. The University of Minnesota . . . has accomplished more in this respect than any other educational institution. I consider the success of this program one of the major goals that insures that the needs of Indian people will be met." □

Injured Birds Given Surgery

by Bill Hafing

University Science Writer

Critically injured, but still alive, the tiny victim lay in the back seat of the car as the couple from Minnesota sped through the rainy night. At the University of Minnesota, pressure was put on the victim's arteries to stop the bleeding and medications given to restore balance.

The victim was then rushed to surgery and the injured limbs delicately repaired. Now recovered, but disabled for life, the victim will probably find employment in research or education. Others recover fully and return to their former occupations.

As dramatic as the rescue of any injured person, a University of Minnesota project is aimed at doing the same thing for injured hawks, owls, and other raptors. Much is being learned both by students of biology and conservation and by veterinarians. The value of these birds ecologically and the fact that their survival as species is severely threatened adds to the importance of the project.

"The dense human population interacting with the raptor population has resulted in many birds being shot, illegally trapped, and taken from nests," explains Mark Fuller, wild-life researcher at the University of Minnesota.

"Diseased or injured raptors are often discovered by people hiking, hunting or driving. As a result of many factors

threatening the existence of such birds, a need has existed for a program involving the conservation and rehabilitation of raptors."

Fuller said that the encroachment of suburban sprawl on the habitats of hawks, owls, and falcons, as well as that of the bald eagle, and the now year-long use of recreational lands has resulted in increased human-raptor encounters.

"This is particularly true in the greater Minneapolis-St. Paul area which lies near the junction of several habitat types," Fuller said.

Fuller first became aware of the need for professional veterinary care for injured raptors in 1971 in the course of studying the effects of a radio-transmitter design for tracking the birds.

Soon Gary Duke, associate professor of veterinary medicine, who is doing gastro-intestinal research on owls, volunteered to help and he contacted Patrick Redig, a veterinary student and falconer.

By now the team has worked with approximately 200 injured and diseased raptors from throughout Minnesota.

"Unfortunately," Fuller said, "we received many birds only after people had tried to care for them themselves. These cases were usually beyond help because of advanced stages of disease, shock, malnutrition, or dehydration.

"As knowledge of our work spread, however, we started to get cases early

enough for our treatments to be effective."

Of some 90 birds treated recently, 30 were able to be returned again to their natural habitat. In addition to more common species, the researchers have worked with bald and golden eagles, peregrine falcons, and gyrfalcons—all fairly rare birds. Their most frequent patients are great horned owls that have been injured by pole traps.

"We are seeking the assistance of state and federal officials to encourage a switch to humane methods of live-trapping," Fuller said. "The pole trap is indiscriminate and is a potential danger to all these birds. If a pole-trapped bird does not die in the trap it is usually severely injured.

"Of 17 pole-trapped great horned owls we have received, nine were permanently disabled or died as a result of their injuries. Hopefully, future legislation will prevent the use of pole traps," Fuller said, noting that manpower for proper enforcement of conservation laws is "seldom adequate."

Fuller said the hawk and owl rehabilitation and study team was very pleased with the cooperation they have received from the public, supporting agencies, and the news media. However, "many people still harbor the misconception that all hawks and owls are poultry killers," he said.

"The education of the general public about the raptor's place in the environment may be one of the most important factors in conserving these populations for the future." □

Staff Members May Volunteer for Grievance Board

A new Grievance Review Board for civil service staff members is now being formed, and staff members are invited to volunteer for service on the board.

Interested employees on the Twin Cities campus should call Bill Thomas, assistant director for employee relations, at 376-3165. Those on the Duluth campus should contact Al Hagen at the UMD personnel office. Employees on the other coordinate campuses should contact the business officer on their campus.

The new Grievance Procedure for Civil Service Staff makes the following statement about the Grievance Review Board:

"The Civil Service Committee shall appoint, from among volunteers, a Grievance Review Board. The board shall be as representative as possible of the work force makeup in regard to location, race, sex, and types of work performed.

"Any University civil service employee may volunteer and is eligible to serve upon the board if selected. Board members shall serve voluntarily, without pay for a period not to exceed one year, but may be reappointed from year to year. Board members shall be granted time off with pay to participate in hearings." □

Antarctica

(Continued from page 3)

lution dynamics and migration of different varieties of Antarctic seals.

From the same base at McMurdo, Siniff said, other types of scientific research—both biological and non-biological in nature—are being conducted. Chief among them are upper atmosphere physics projects, glaciology and geology projects, and oceanography studies.

Physicists use Antarctic stations because of the unique dip in the ionosphere there which enables them to study atmospheric characteristics. Geologists in Antarctica have demonstrated the great probability of the continental drift theory, which, based on certain fossils found which are identical to fossils of South Africa and Australia, indicates that the three continents were once linked millions of years ago to a larger continent geologists call *Gonguanaland*.

Geologists are interested in finding gold and diamonds in Antarctica. Since it was once linked to the mineral-laden southern portion of Africa, it is not unlikely that great mineral wealth may be located under the miles of ice sheet.

Glaciologists are busy in Antarctica studying dynamics to determine how stable the ice cap actually is.

"It is a fairly well known story," Siniff says, "that if the ice of Antarctica were to melt, the deluge would bury the Statue of Liberty to the tip of her torch."

Naturally, no one wants that to happen.

Lately Siniff has become involved in a controversy over seal harvesting in Antarctica. In February 1972 representatives from Norway, Japan, Russia, South Africa, Chile, and seven other countries, including the United States, met to draft a treaty regulating the harvest of Antarctic seals. The treaty spells out guidelines for the harvesting which were intended to prevent any possible decimation of populations due to the actions of man.

Conservationists, especially in the United States, criticized the treaty

Support Group Planned for Secretaries

A structured support group for civil service women in clerical and secretarial jobs will begin in late fall.

Sharin Henricks of the Minnesota Women's Center said the group is planned for women who are "unhappy with certain parts of their jobs and not sure why, who feel locked into a rigid structure and would like to talk with other women discontented with the status quo, or who would just like to listen to an exchange of ideas."

Anyone who is interested should send an information sheet to Henricks at the Minnesota Women's Center, 301 Walter Library, Minneapolis. The information should include name, address, phone(s), good and bad times for meeting, and specific concerns.

Anyone who would like to help organize the group should call Henricks after 6 p.m. at 823-4726. □

severely because they view it as a license to inflict the kind of damage done to whales.

"Norway is the country that would most likely go into the Antarctic for seals," Siniff said. "They've been harvesting seals in the Arctic for some time for oil and skins.

"The conservationists have a very good point, that laissez-faire policies have led to destruction in other areas. My feeling, however, is that the Antarctic situation is different. Any Norwegian harvesting operations will probably be family operations. A season's take might amount to 1,000-2,000 and their total take would certainly not cause any problems to an estimated population of thirty million Antarctic seals.

"Another thing to keep in mind is that not all countries share our point of view. Few Americans have any appreciation of the seal as a means for a livelihood, since our history includes little use of these animals. We can afford to condemn the tastes of other people. We Americans have a taste for beef."

Don Siniff has spent about one thirty-eighth of his life in Antarctica, and he's looking forward to this year's trip with mixed emotions. It's been six years since he's spent the fall months in Minnesota with his wife and three daughters at home on the St. Croix River, in the relative warmth and convenience of home. And his hands get cold easily.

Another team from the University, headed by Larry Kuechle of the Bell Museum of Natural History, will be continuing a study of the population of Weddell seals in Antarctica.

"About half of the female seals in this population are nonproductive for some reason," Siniff said. "We're going to try and learn why. We're also going to study the underwater territories of the male seals. Certain males stake out a place for themselves under the pack-ice and we will be studying the characteristics of these territories."

Antarctica is a very different kind of place from Minnesota. During the months that Don Siniff stays there, there are 24 hours of light. When it's bright, the air is so crystalline and clean that Mt. Erebus, a volcano lying 40 miles from the outpost, seems only a stone's throw away.

Summer in Antarctica—"It's not too bad," Siniff says. "It is cold, but not too cold. My hands get cold when I take a blood sample. Fifteen minutes and they're blue. And the wind really howls. But that's not really much different than winter in Minnesota."

Meanwhile Minnesotans rummage through the insulated underwear bins, layering themselves in scarves, earmuffs, and gloves. Their only consolation may be that it's not much different from summer in Antarctica. □

Chase

(Continued from page 1)

said, although he doesn't know if they would want to be.

Chase also expressed pleasure in the appointment of Frank Sorauf, his colleague from the political science department, as dean of the College of Liberal Arts (CLA). "I had been a big booster for Frank to take this job," he said, referring to his own vice presidential post. "But Frank in his good judgment decided to take the dean's job. I sure think we're lucky to have him in any capacity he's willing to serve."

Chase, Linck, and Clark have committed themselves to just one year of duty in Morrill Hall. At the end of that time, he said, "we can start rethinking our situations. It may be that one or two or all three could stay on a little longer.

"The new president ought to be able to pick someone for this job. We could help make it easy if we stay on for a short period."

Whether he stays in academic administration for a year or a little longer, Chase expects that he will be happy to return to teaching. "We all have to sort out our own lives and what we want to do with them. I don't want to spend the next five or eight years as an administrator.

"Professors are the last of the world's free men—although we may not be so free in the years ahead. We may have blown it. There may be much greater concern about what we do with our time."

Chase said that "99 percent of the faculty do far more than most people do, and put in more hours." The difference, he said, is that as a professor "you're doing what's fun for you."

He remembers something he heard from a dean at Princeton: "Scholars are like ballplayers. They do what they like to do—but they like to get paid."

It isn't just that Chase enjoys teaching. It's what he thinks he's best at. And he has a CLA distinguished teaching award as evidence that his students think so too. He won that award in 1960 and was one of the first two recipients

Charter Flights Open to Staff

University faculty, staff, and students can sign up now for charter and group flights during Christmas vacation.

The International Study and Travel Center is offering flights to Europe, Miami, New York, Los Angeles, and San Francisco. All flights will leave Dec. 13, except the flight to Miami, which will be Dec. 24. All flights will return Jan. 2.

Price of the round trip to Europe will be \$222. The costs of other flights will be \$130 to Miami, \$117.28 to New York, \$143.28 to Los Angeles, and \$143.28 to San Francisco.

On the Miami trip, options will be available to Jamaica, the Bahamas, the Virgin Islands, and Venezuela.

For more information, call 373-0180 or stop in at the office of the International Study and Travel Center in 231 Coffman Union. □

of the award in its present form. Winners are chosen by vote of students and faculty.

Before he was named to the vice presidential post, Chase was perhaps best known on campus for his defense of the American military involvement in Vietnam. He is still a brigadier general in the Marine Corps Reserve. But he calls himself "an old-fashioned liberal" and a libertarian.

"I think we've gone through a period where we've failed to appreciate how badly academic freedom was jeopardized. Certain people were not permitted to speak on campus, and there were those who tried to keep people from going to class. What I sense is a great awareness now that this was not a high point in the campus experience in the United States."

With Chase serving as vice president, Sorauf as the new CLA dean, and Prof. Samuel Krislov as chairman of the Senate Consultative Committee, it may look as if the University is being run by members of the political science department. And President Moos is a political scientist himself.

Chase worries about this a little, but just for one reason: "We may have closed off the avenues for a lot of talented people who are still over there. If you think Krislov, Sorauf, and I are the first team, you ought to see the rest of the department. Tom Scott—what an able guy he is. Chuck Walcott, Terry Hopmann, Enid Schmitt, Shelia Koeppen. I hope we don't block things off for them. It's an extraordinary department." □

Faculty Women Plan Fall Event

One of the organizations helping new faculty families in their orientation to the University community is the Faculty Women's Club (FWC).

Members of the club include women faculty members, some women staff members, and faculty wives.

The first event of the fall is a Newcomers reception, which will be Nov. 8 in the St. Paul Student Center ballroom. All 22 sections of the FWC will be telling members and guests about their year's program.

Mrs. Ralph Hopp, FWC president, said this event is planned especially for newcomers, to give them an overview of the club's activities.

One of the main purposes of the FWC is to promote fellowship among the faculty women. In addition it hopes to further the interests of its members in programs that are recreational, educational, and charitable. Annually the club awards several scholarships to University students.

Among the special interests represented in the club's 22 sections are art, bridge, crafts, culinary and needle arts, gardening, music, writing, recreation, and community concerns. The club also takes an active interest in the United Nations and UNESCO, SEMPACC (Southeast Minneapolis Planning and Coordinating Committee), and the World Affairs Council of Minneapolis.

The FWC was founded in 1911 and now has a membership of about 900 women. Its headquarters are at 324 Coffman Union. □

Myths About the Elderly Explained

by Bill Hafling

University Science Writer

Perhaps you can't teach an old dog new tricks, Edward Posey, chief of psychiatry at the Veterans' Administration Hospital at Fort Snelling said, "but older people can learn a great deal."

Posey pointed out that many older people not only can learn, but must learn many new ways to live because of changing life situations, at a recent University of Minnesota-sponsored conference for social workers held at the Ebenezer Society in Minneapolis.

A myth about the elderly is that "they are just going through their second childhood." Posey said this is a misconception because it doesn't really happen.

"Older people are quite often able to provide for themselves quite well, given a chance. Many of their problems have to do with anxiety or depression and are related to physiological tension. Adjustment to the environment may often become difficult," he said.

Posey said the elderly often present behavioral and mental problems, with the incidence of such problems rising from 120 per 100,000 population between 45 and 54 years of age to 225 per 100,000 for those over 75 years of age.

"Though many of these problems come to us as social emergencies, where people are found wandering, confused, and helpless, such people are not 'mentally ill' as a rule. Many of the problems are reversible," he said.

Among the reversible conditions causing problems for the elderly are those caused by the over-use of medications given them for relief of symptomatic complaints. "The family physician often prescribes a multitude of analgesics for such patients," Posey said. "Some of these may be too strong."

"I don't wish to indict my medical colleagues," he said, "but medication is often prescribed more for the convenience of the physician than purely for the benefit of the patient. There are physicians who just haven't learned how to deal with these problems or who lack the time to handle them properly."

In addition, Posey said, physicians are often under pressure to prescribe medications because "Madison Avenue is busy selling drugs and the news media is strong about having people bring such complaints to their physician." He added that giving in to such pressures is "not good medicine."

Elderly persons are also accused of being "paranoid"—having an irrational fear of others, for instance, though the term is often loosely used by people with little understanding of its connotations.

"The elderly person may often have a realistic basis for what others see as 'paranoid' behavior," Posey said. "It turns out that there are those who are out to get them and are scheming after their assets. I'd say that rather than calling them 'paranoid' it would be more accurate to describe them as 'exquisitely sensitive' in their personal relationships."

Describing a "team" approach to dealing with the problems of the elder-

ly, in which social workers, nursing home administrators, ministers, volunteers, lawyers, and other specialists required to "treat the entire patient" might be called in, Posey said that many problems are reversed by simply providing proper nutrition for the person.

"Many times an older person or couple will begin to neglect having an adequate diet and begin to deteriorate mentally and physically," Posey said. "Then they have even more trouble preparing their food and coping with day-to-day problems. Quite often this deterioration process is reversed by getting a proper diet set up again."

Many Older Minnesotans Need Protective Services

by Elizabeth Petrangelo

University News Service Writer

Maria P., 86, was brought home by police at midnight after they found her wandering through the Minneapolis loop in her nightgown in 36-degree weather.

George W., 79, had a savings account of \$5,000 on which to live out his life. Last week, a phony bank examiner talked him into removing it from the bank for "safety reasons" and left town with the money.

Esther M., 82, a widow without relatives, lives alone in a small apartment. She usually forgets to eat and is slowly dying of malnutrition.

These are hypothetical examples of the kinds of problems facing the mentally or physically impaired older person in Minnesota. And these are the reasons why the state is badly in need of an organized program of protection for its older citizens, according to Gerald Bloedow, executive secretary of the Governor's Citizens' Council on Aging.

Bloedow spoke before a group of about 100 social workers last month at a University of Minnesota-sponsored conference which met at the Ebenezer Society in Minneapolis.

"There are 168,513 people in Minnesota over the age of 75," he said. "Of this number, at least 8,000 are in need of some kind of protection." Protection could be anything from legal aid in managing an estate, to nutritional advice, to commitment to a nursing home or state hospital for custodial care or therapy. So far there is no such organized, statewide program.

"If it wasn't so serious, it would be absurd," he said. "Where are all of these untapped resources we continue to be told are available to the aging?"

In his talk, Bloedow outlined the problems facing the organization of any such statewide program. "The Older Americans' Act was signed into law May 4 and we still don't have any money. It follows the usual pattern," he said. "Laws are passed but appropriations are never made."

Posey said that such people are thought to be "mentally ill" by others, but are not. He said the "physical, intellectual and social" areas of a person's life are "all areas which impinge on one another," so that an imbalance in one upsets the others. Thus the importance of looking for social factors such as the present living situation, family interactions, previous living experiences, and more often than not—a proper diet.

"Sometimes, what people take to be a 'mental illness' is culturally determined as well," Posey said, recalling a mistake he once made as a general practitioner. "Many Scandinavians used to seem depressed to me, but then I

learned that a lot of them are just this way, simply close-mouthed and reserved—but not depressed. One thing which was not needed was some kind of high-powered deep-sea-going psychotherapy."

Posey said that as a psychiatrist he often refrains from seeing people who are being helped by social workers. "I respect and trust the social workers' expertise in dealing with peoples' problems," he said. "I don't want to see their clients personally because then it appears that they are being looked at for some mental illness. I don't want to get into doing psychiatric diagnoses unless it is absolutely necessary because of the serious implications such an action would have." □

some reasons why it is hard to get people involved in a protection program. "The very people who will most probably need protection in the near future seem to have a mental block about the possibility," he said.

"It's not just the so-called incompetent who needs protection," he said. "Because a person needs legal aid does not mean he is incompetent and when you attach that label to a person, you take away an awful lot."

He also pointed out that simply because an older person makes a foolish decision, it does not mean he should be committed or have a guardian appointed. "Older people are entitled to make mistakes too," he said. "Do we always make intelligent decisions while we're young?" And, he said, "Every older person does not need protection simply because he's old. But it should be available when it's needed."

John Anderson, attorney for the Ebenezer Society, explained the provisions of the new conservatorship law passed August 1 which would make it possible for people to plan for their own possible impairment during old age while still young.

"The new law is an alternative to guardianship," which usually eliminates all of the ward's civil rights except the right to vote, he said. Under the new law, an individual can draw up a "prior nomination of conservatorship," similar to a will, in which he may appoint in advance the person to take care of him should he become "confused."

The conference was organized by the University's department of continuing education in social work and "is a benchmark among efforts to do something for the aged in the state," according to Bloedow.

"There is so much to be done," he said. "We have to get to the point where we can assure the preservation of the dignity and the rights of every older Minnesotan who is physically or emotionally impaired." □

So far most agencies have resisted state efforts to get them involved in such a program. "Agencies tend to turn away from protective service programs for the elderly," Bloedow said. "The fact is, the individual most likely to need these services is also likely to be unattractive, poor and troublesome. Agencies tend to think of their condition as irreversible and nothing is done."

"For years now, we've had a body of laws which protect children and even animals, but nothing to protect the elderly," he said. "And most programs that exist now state as their aim 'to make the elderly productive citizens.'"

"For heaven's sake, does everyone have to be productive? In our society, if you're not productive, you're obsolete."

Bloedow listed several reasons why Minnesota is a good candidate for an organized program:

—Over 40 per cent of older Minnesotans are over 75 years of age. Many of them live alone and in poverty.

—Minnesota has more older persons in nursing homes than the national average. According to Bloedow, a large number of these people could have been sustained in the community if such a program had been available.

—Over 66 per cent of the women in the state who are 65 or older are already alone.

—The number of older people who derive income from more than one source—social security, pension, securities, insurance—is on the increase in Minnesota. Many of these people will need help in handling this income as they become older and infirm.

"We have to view the older person in a different light than we do the younger," he said. "When you're 80 and have assets of \$5,000, that's totally different than when you're 25 and have assets of \$5,000. If you lose it, you lose everything."

Bloedow cited the Ebenezer Society as one agency which is already involved and has carried on a pilot program of protection for the older person for some time, funded by the state.

Dr. Edward MacGaffey, director of Ebenezer's protective services, gave

EVENTS

Music

- Oct. 25—Chamber Singers and Heinrich Fleischer on organ, Scott Hall Auditorium, 8:00 p.m.
- Oct. 26—Minnesota Orchestra, Soprano Phyllis Curtin and Bass Simon Estes, Northrop Auditorium, 8:30 p.m.
- Oct. 27—Sorcerers, Goblins & Cartoons, young people's Halloween concert, with cartoonist Sid Stone and the Minnesota Orchestra, Northrop Auditorium, 10:30 a.m.
- Oct. 31—The London Bach Society, University Artists Course, Northrop Auditorium, 8:00 p.m.
- Nov. 7—Carlos Barbosa-Lima, classical guitarist, University Artists Course, Northrop Auditorium, 8:00 p.m.

Theater

- Oct. 23-24—Crookston Trojan Players production, *An Independent Female*, Kiehle Auditorium, 8:00 p.m.
- Oct. 30—Michael Grando, a mime concert, Kiehle Hall, Crookston, 8:00 p.m.

Film

- Oct. 19-20—*Charles Dead or Alive*, by Alain Tanner, U Film Society, 265 Ford Hall, 7:30 p.m.
- Oct. 26—*Adrift and The Accused*, by Jan Kadar, who will be present; U Film Society, 265 Ford Hall, 7:30 p.m.
- Oct. 27—*Shop on Main Street*, by Jan Kadar, U Film Society, 265 Ford Hall, 7:30 p.m.
- Oct. 31—*Play Misty for Me*, Kiehle Auditorium, Crookston, 8:00 p.m.

Lectures

- "Exploring the Arrowhead Region with the Humanities," a fall lecture series to be held on the Duluth campus, will run from Oct. 25 until Nov. 29. Speakers include William Owens, novelist and folklorist, and John Cotter, chief archaeologist for the National Park Service.

SPORTS

Football—Home Games

- Oct. 20—UM-Waseca Rams vs Lakewood (Parents' Day) 1:30 p.m.
—UM-Duluth Bulldogs vs St. John's, 1:30 p.m.
- Oct. 27—Minnesota Gophers vs Michigan (Homecoming), Memorial Stadium, 1:30 p.m.
—UM-Waseca Rams vs Inver Hills (First Homecoming), 1:30 p.m.

Cross Country

- Oct. 27—Gold Country Invitational, U Golf Course, 10:30 a.m.

Recreation

- Square dancing every Tuesday at 7:00 p.m., North Star Ballroom, St. Paul Student Center.
- WAKSURS—Outings groups—Wednesdays at 9:00 p.m., St. Paul Student Center.
- Minnesota chess fans are invited to compete in UM-Duluth's Open Chess Tournament Oct. 27-28 in the Kirby Student Center Rafters.

PEOPLE

■ Jooinn Lee, professor of political science and vice chairman of the division of social science at the University of Minnesota-Morris, has been elected chairman of the executive council of the Minnesota Political Science Association. Prof. Charles Backstrom of the Twin Cities campus is also on the executive committee.

■ Dr. Wayland R. Swain, assistant professor in the School of Medicine at the University of Minnesota-Duluth, has been named interim director of the UMD Lake Superior Basin Studies Program.

■ Tom Wincek, veterans programs coordinator in admissions and records on the Twin Cities campus, has been appointed by Gov. Wendell Anderson to chair the state's Veterans Day committee. Wincek, a Vietnam veteran, will work with various veterans organizations to put together ceremonies for Veterans Day on Oct. 22.

■ Arnold Woestehoff and Frank Braun, associate professors in the Education Career Development Office of the College of Education, are cochairmen of the 40th annual conference of the Association for School, College, and University Staffing to be held Oct. 16-19 in the Curtis Hotel, Minneapolis. Faculty and staff on the program of this conference are: Jack Merwin, William Edson, Bruce Sillers, Clyde Parker, Lorraine S. Hansen, Eugene Anderson, Charles Glotzbach, Jean Kummerow, James Beard, Nettie Patrick, Henry Borow, Chris Cavender, Gordon Mork, Edith West, Jo Zimmar, and Gerald Roe.

Faculty and staff members are invited to submit their own news items for "People" to Maureen Smith, S-68 Morrill Hall. □

Women in Sports: The Law Says No More Curve Balls

by Valerie Cunningham

University News Service Writer

"Nowhere is sex discrimination more blatant, more ugly and more vulnerable to legal attack than in physical education," a women's rights activist and lawyer told her audience at the University of Minnesota recently.

"Unequal opportunities for girls in sports are illegal," Ellen Dresselhuis said. "Unequal salaries for persons teaching and coaching girls' sports are illegal."

"And unequal budgets for girls' and boys' athletics are illegal," she added.

Dresselhuis was speaking to an audience composed primarily of physical education teachers from high schools and colleges in the Upper Midwest as part of a two-day conference on campus called "Women in Sport."

She cited some examples of inequities in sports programs that violate the law.

"A men's track team at a state college in Minnesota recently received an all-expense-paid trip to Mexico for training over Christmas vacation," she said.

"At the same school the women's volleyball team had won the right to play in the state tournament. They had to pay their own way, except for a 30-cent-a-day allowance for expenses."

She also cited the Syracuse, N.Y. school board, which in 1969 had budgeted \$90,000 for sports for boys and \$200 for girls athletics.

"When the athletic program was cut back the following year, the boys' program got \$87,000 and the girls' program was eliminated," Dresselhuis said.

She added that these kinds of situations are typical and can be found everywhere, including Minnesota.

"If sex discrimination is illegal, how come everybody keeps doing it?" she asked, then answered her own question. "Having laws on the books doesn't always solve the problems."

Dresselhuis, now in private practice, is a past president of the state chapter of the Women's Equity Action League (WEAL) and is still an active member.

She drew on her experience in the women's rights area to tell her listeners what to do if they felt they'd been discriminated against.

Dresselhuis said that a 1972 amendment to the Civil Rights Act forbids discrimination in educational institutions, as does the 1973 amendment to the Minnesota Human Rights Act.

"Another area of remedy is the 1972 amendment to the Higher Education Act, which forbids discrimination anywhere in an educational institution if it receives federal aid," Dresselhuis said, adding that there are few schools these days that don't receive some kind of federal assistance.

However, after naming the agencies where a woman can complain if she feels she has been discriminated against because of her sex, Dresselhuis said she didn't hold out much hope that they would be effective.

"It's getting more and more difficult to get administrative agencies to work because they all have such tremendous backlogs," she said.

Dresselhuis said that there's a great advantage to working with an organized group in filing a complaint. She gave as an example a woman trained as a social studies teacher who couldn't get a job in Minnesota.

"WEAL filed a complaint and within two weeks she had a job," she said. "If she'd filed alone she'd have been on blacklists all over the state. Her employer will never know that she was the initiator of the complaint."

Working with unions can also be a help to women seeking to end sex discrimination, Dresselhuis suggested.

In case any of her listeners were recalcitrant about filing a complaint if they noticed inequities, Dresselhuis described the benefits which could follow a successful suit.

She named back pay or at least equal wages as possible results of a suit, or the solution to a specific problem, such as a gym which had been open more hours to men than women.

"Or you can get an agreement that affirmative action will be followed," she said, adding that she sees that as the most crucial part of any discrimination complaint.

"Even if an organization says it will no longer discriminate, if it's unequal now, it will stay unequal," she said.

She said she frequently uses the example of a car going down a dead-end alley the wrong way—it can't turn around so it must go into reverse to get out.

"There's no point in beating around the bush," she said. "Affirmative action is temporary reverse discrimination to get rid of inequities."

Other speakers at the two-day conference included a University professor who presented studies showing the physiological differences between male and female athletes and a Canadian teacher of physical education who maintained that American women will continue to fall behind women in foreign countries in athletic ability unless coaching methods are changed.

"International sports events point out that we in America are way behind in the training of women athletes," said Suzanne Higgs, assistant professor of physical education at the University of Saskatchewan in Regina.

She said American coaches of women don't have the knowledge to develop training keyed to specific sports and lack the ability to motivate their players to perform intensively.

The conference was jointly sponsored by the University's department of conferences in Continuing Education and Extension and the School of Physical Education and Recreation in the College of Education. □

REPORT

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Roy Richardson

Richardson Proposes Changes in Civil Service Salary Plan

by Elizabeth Petrangelo

University News Service Writer

Every two years, the civil service staff waits with anticipation for the Legislature to approve a state pay plan. And every two years, somebody is unhappy when that pay plan is approved.

Last spring, the Legislature approved the 1973-75 state pay plan, and once again segments of the civil service population were dissatisfied with the results.

Roy Richardson, director of personnel, is not satisfied either. "It has taken me nine months to develop a working understanding of that pay plan and I'm supposed to be a compensation expert," he said.

According to Richardson, the plan is not nearly as equitable as it should be, does not reward what it should reward, and, in his words, is "carved in stone."

"What we have now is the most expensive pay plan possible in terms of payroll costs and yet everybody's upset with it for different reasons," he said.

Nobody's paid for level of performance, most young people sit at the bottom of their pay ranges, and everybody gets raises at the same time regardless of their performance, except for long-term employees squeezed at the top of their pay ranges who sometimes get nothing at all, he said.

Richardson feels the only way to attack the problem is to scrap the parts of the plan that don't make sense and to drastically rework the way people are rewarded.

"The more I thought about it, the more I realized our first effort has to be to eliminate the inequities present in our current system," he said. "We have to do that first so we have a base line to work from."

He feels the major shortcoming in the current system is its failure to match pay level with performance level. Some outstanding workers are paid the same as others who are doing only an adequate job. Some workers are being paid more than their performance warrants, yet when the raises go into effect, everybody moves up.

"What are we paying our people for?" he asked. "Do we want to pay them for length of service, level of education, number of hairs on their heads? The civil service rule book tells us that we should be paying people for something called 'meritorious service' but what in the world does that mean?"

"Many young people who are at the bottom of the pay ranges and long-term employees who are squeezed at the top of the salary ranges aren't being paid for performance," he said. "Some people are paid more than they should be if we look at performance. Probably the smallest group of people is the group whose pay matches their performance."

What is needed first, he said, is a working definition of performance, a tool to match people with their current level of performance, and a general leveling-out of inequality, before the current system can be improved.

"The best definition for performance

I've come up with so far is that it is the quality of the work produced and its timely completion," he said. "It's as simple as that. The worst trap you can fall into is to believe you are describing performance by measuring a person's traits.

"By traits, I mean the kinds of things that often appear on job review forms: is the person a self-starter, does he have good judgment, does he get along well with others, does he show initiative and creativity. Why should you care about these things as long as the job is well done and done on time? If you go by traits, it comes down to 'Nice guys get raises,'" he said.

Richardson has a plan for matching the salary and performance of each employee. Although it's still rough at this point, he would like to see it put into use.

Each employee's performance would be ranked—according to Richardson's definition—as being outstanding, competent, adequate, or less than adequate.

The ratings would be done by the person who has the authority to choose the employee's replacement should he leave and would be compared across departments to make sure they were applied equitably.

For each classification, there would be a set of salaries assigned to each performance category. Those doing outstanding work should be receiving outstanding pay, those doing competent work should be receiving competent pay, and so on. Once the rating has been done, the inequities should become apparent.

"For those people whose performance and pay match up, there would be no change," Richardson said. "But for those who are being paid below their level of performance there would be a salary adjustment."

According to Richardson, there will be a certain number of people who are being paid at a level higher than their performance. There will be no pay cuts here, but "for those people we will begin a new performance improvement program and will work with them to raise their performance to match their pay," he said.

There will also be some people who are doing outstanding work, are being paid at that level, but have no place higher to go. "There is only a certain level of performance improvement possible for each job," Richardson said. "It may be impossible for an individual to improve performance beyond an outstanding level in the job he's in. For these people we hope to have two possibilities: lump sum achievement awards and an individual career development program, some kind of formal program to

Moos Outlines Plans for Transition and Final Year

by Bill Huntzicker

University News Service Writer

University of Minnesota President Malcolm Moos last month called for an "orderly transition" between his administration and that of a new University president.

And he outlined three major programs he would like to undertake during his last year as President. Moos spoke to the Board of Regents in the Mayo Foundation House in Rochester Oct. 12.

Earlier in the week he had announced his plans to become chief executive officer of the Center for the Study of Democratic Institutions in Santa Barbara, Calif., on July 1, 1974.

Moos said he would like to undertake a "systematic program review" of all of 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.

"An outgoing president has two obligations," Moos said. "He must do everything possible to gear the administration up for an incoming presi-

dent and not restrict the style of the new president.

"When the Board of Regents finds a successor, if it is his or her desire, we would like to meet with him or her as often as possible to discuss administrative structure and even judgments on people," Moos said.

His proposed presidential lecturers would be named over a five or six year period and would be appointed by the University president. "I want to see before I leave here that the next executive is going to have the option to make the kind of appointments he wants to make to the faculty," he said.

Moos has been criticized in the past for his appointment of prestigious professors without going through traditional departmental channels.

The systematic program review which Moos mentioned calls for an evaluation of the quality and quantity of University programs, to discover whether some University activities should be dropped and others added.

His study of University governance would evaluate the role of the University Senate, a proposal which has already been discussed with the Senate consultative committee, Moos said.

Referring to his years as University president, Moos said, "This has been nothing but an immense, marvelous adventure." Moos and Elmer L. Andersen, chairman of the Board of Regents, said they would discuss administrative transition at a two-day seminar the Regents have scheduled with administrators for November. □

(Continued on page 6)



Informal conversation in the Ski-U-Mah Room

David Noble: The Man Who Isn't Modern

by Maureen Smith
Editor of *Report*

"I'm no longer a modern person," Prof. David Noble tells his students in American intellectual history.

What he means by that—and how he sees the last century as a conflict between the modern and the not-modern—pervades everything else he says. He has a world view that students may or may not share, but he makes them think.

Whether students are looking for solid lectures, informal discussions, entertainment and jokes, or personal contact with their teacher, they can get it all from Noble. His one-man show even includes a few impersonations. For his portrayal of Thomas Jefferson last month, some students invited their friends.

The modern view, Noble says, is that each individual is autonomous—and as a result, revolutions are constantly being waged to "free" people from their boundaries and "purge" them of corruption. "The idea of progress is peculiar to the modern world," he says.

In contrast to the modern tendency to "look for the parts" and focus on the individual, Noble says, "most pre-modern societies see reality as a whole." What was important in medieval society—and what is important to Noble now—is wholes, clusters, patterns, community.

And on a campus of 41,000 students, a campus on which students and even faculty members can feel isolated and alienated, Noble has found a way to form a community with some of his students—or at least make such a community possible.

For 45 minutes before each class, Noble sits at a table in Coffman Union's Ski-U-Mah Room and talks with any students who wander in. In a typical quarter, a group of between five and twelve students become regulars, and in some "happy quarters" the magic mix takes place in which a community forms. Other years, it's me and six strangers." Either way, Noble is there every Tuesday and Thursday for the students who want to talk.

The idea of meeting informally with students didn't grow out of Noble's philosophical convictions, he explained in an interview. In the beginning, it just happened. "It goes way, way back. When I first came here 21 years ago, the department asked me to teach a new course on the history of the South. The initial enrollments were four, six, eight people, and naturally I met them very informally."

Instead of meeting in a classroom, those early classes met in the Fountain Grille in Coffman. "We used to meet in there and chat," he said. One of the students he remembers from the early years is Wendell Anderson, now Governor of Minnesota.

"When the course grew too large to have everybody, I began to come before class. I tell people if they'd like to come for half an hour or 45 minutes, we can have a cup of coffee together and talk. It's been going on all these 21 years." Noble no longer teaches the history of the South. The enrollment this year in his intellectual history course is 120.

Some lasting friendships have developed around that table in the Ski-U-Mah Room. "I occasionally hear from people from several years ago," Noble said, "and they tell me they're

keeping in contact with someone else from the group."

Besides the student-to-student friendships, Noble's own "most rewarding contacts with students" have developed in these groups. It is in this way that he has gotten to know "the significant number of students I would consider friends. This is the only way I could develop friendships with students."

Sometimes students from past years drop back in on the sessions. "When I run into old students, they often ask me where it's taking place," Noble said. "This is very pleasant. I don't like to be anonymous on the campus any more than students do."

Occasionally a student will join the informal group even though he is not taking the course. "I've had people sitting at tables fairly close to where we are who have come over to listen or participate. In some years, these people have become sort of regulars."

A student who wants to ask a question about one of Noble's lectures doesn't have to come to the Ski-U-Mah Room. He can ask the ques-

tion while it is most on his mind—right after class. Noble stays around for as long as there are students with questions.

"I'm here after class for five minutes, ten minutes, thirty minutes, an hour, an hour and a half," he announced to the class one day. "I can go for a while without lunch. I have made myself deliberately into a camel." That day a few students were still talking with Noble half an hour after the class ended.

Another discussion period for students in the class is run by Jim Berman, a graduate student. "He has psyched me out completely," Noble told the students. "He should be of great help to you. And he can give amusing caricatures of me. Tell Jim that Big Dave sent you."

Self-deprecation is a large part of Noble's humor. Another part is iconoclasm. His targets include some of the most revered figures from American history—his Thomas Jefferson impersonation is done "with great malice," he said—as well as such "modern saints" as B. F. Skinner, Ayn Rand, and Buckminster Fuller. He even takes some jabs at the modern American university.

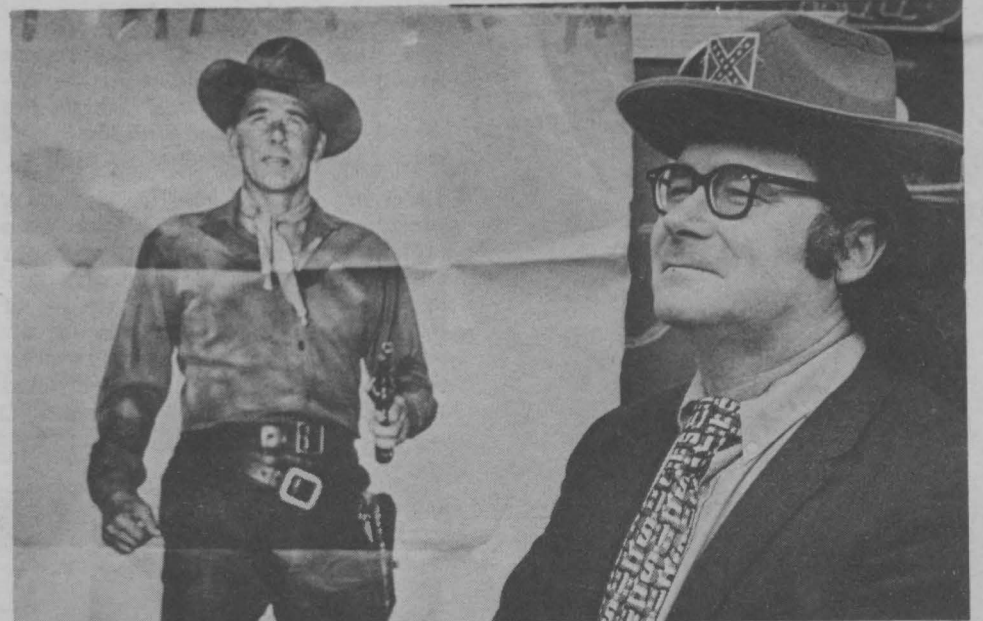
Americans have a civil religion, he said one day in class. The two primary deities are George Washington as God the Father and Abraham Lincoln as God the Son (who washed the nation clean from its sin of accepting slavery). Americans are not a people of mystery, he explained, so "we don't need the Holy Spirit, although some students have suggested latter-day presidents who might serve."

In the symbolism of Washington, D.C., he added, "the father of our country is represented by a large shaft."

As for the universities, he said, the "secular saints" are the Ph.D.'s—"the band of the chosen, exclusive and small." The idea is that "we can turn out rational men through the method of the seminar. Men are made rational because they have Ph.D.'s." And even after sainthood has been bestowed, scholars are expected to "publish or perish, to suppress all personal feelings and learn more and more about less and less."

Noble gets laughs with lines like these, but he is serious in his criticism of the modern world view, the view that has been dominant since

David Noble as Thomas Jefferson: the Royalist Theatre of the Absurd



the 17th century. Now, he believes, both in the arts and the sciences, the 17th century assumptions are being challenged. Ecology, for example, is a science of wholeness and inter-relatedness.

"I think that since the late 19th century we've been experiencing the beginning of a transition from the modern world," he said in an interview. "I see this as a period comparable to the Renaissance and the Reformation. The modern world is still very much with us, but some alternative perspectives on reality are developing.

"It involves the fundamental definition of things like space and time. I don't see us repeating medieval history or anything like that, but there are some similarities between the pre-modern and the post-modern. The most shorthand way I can try to express it is that the post-modern, like the pre-modern, has much more biological definitions as against the mechanical."

Another shorthand notation that Noble uses in class is that pre-modern man saw himself in place and modern man sees himself in space. Modern man always tries to flee from the boundaries of place, whether he flees to nature or to a large industrial city. He always scorns what he left behind as provincial.

"We always define our fathers as provincial," Noble said. "To be provincial is to have boundaries."

Another flight of modern man is the flight from complexity and corruption. Since the election of Andrew Jackson in 1828, Noble said, every American election has been seen as a way to "purge complexity, restore simplicity, and save America for the self-made man." For a post-modern man like Noble, purges and revolutions are futile because boundaries and complexity cannot be escaped.

To underline his opposition to the modern world view, Noble calls himself a Royalist. ("The Royalist Theatre of the Absurd has a very low budget," he said in explaining why his Thomas Jefferson doesn't wear a wig.) "I started saying it as a joke," he said about the Royalist designation. "I began to see the whole modern world as Puritan, and the first antithesis to Puritan that popped into mind was Royalist."

By now he has become rather fond of the term. He explained that unlike the election of a president, which he sees as a purge, the crowning of a king is a regeneration. "I'd rather associate myself with a ritual of regeneration than a ritual of purge." □

REPORT

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Business as Usual in Split Middle Eastern Department

by Mike Finley

Associate Editor of *Report*

While the fighting continues in the disputed areas of the Suez and elsewhere in the Middle East, it is only natural that people here watch on with a great deal of concern. Jewish Americans have been quick to react, getting together for rallies and meetings to voice their support for the state of Israel. Arab Americans, a smaller minority in Minnesota, have not hesitated to express their feelings about the war.

An impartial observer might expect the contention in the Middle East to have a counterpart here at the University. The fact is, whatever war might once have existed between Arab and Hebrew scholars has pretty much subsided. Contrasted to the heated political atmosphere, the department of Middle Eastern Languages is an oasis of serenity and calm.

The price of this peace is being split down the middle. Last summer the department was ordered to divide along Islamist and Hebraist lines, by then-dean of the College of Liberal Arts (CLA) E. W. Ziebarth.

"The problem," explained Prof. Anwar Chejne, the founding chairman of the department, "was that the curriculum was changing to the point where it bore no real relation to the department's original intentions.

"The department of Middle Eastern Languages was originally supposed to be just that," Chejne, an American of Lebanese ancestry, said. "An academic area, not a political one, not an ethnic or religious one. That's what we were hired for and paid for, but the idea of a Jewish Studies Program within our department did violence to the concept of Middle Eastern language and cultural study."

The dispute apparently arose, like many disputes, in a period when the department was appointing a new position. Within the limitations of the budget, only one appointment was possible, thus creating an imbalance. The Arab scholars wanted to appoint an Arab scholar. The Hebraists wanted to strengthen their part of the department.

Jonathan Paradise, a lecturer in Hebrew, attributes the dispute to the "unwillingness of the Islamists to participate in selecting a new instructor in Hebrew.

"Since appointments have to be made by the full department," he said, "we were stalemated. And that was the ignition point, the last straw. That was when Dean Ziebarth stepped in with his emergency order. The courses had to be taught."

Accordingly, then, the department was divided, into an Arabic half and a Hebrew half. Frank Sorauf, the new dean of CLA, has taken temporary control of the Middle Eastern Languages Department, until a new definition of the department, or departments, can be implemented. Assistant Dean Virginia Fredericks is more directly involved with the administrative decisions of the department.

The interim agreement pleases both factions of the divided department.

The budget is shared equally between the Arabic and Hebrew halves. Paradise is quick to point out that there has been no added expense to the University as a result of the split. In the area of office help, the two halves share one secretary who works four hours in the morning in one office in Klaeber Court for the Arabic half, and four hours down the hall in the Hebrew half.

One of the problems can be explained, Paradise said, in terms of the way languages are taught now. Instead of instructing students in the simple discipline of learning to speak a language, language studies have come to embrace the study of the entire way of life of the people speaking the language.

"The Islamists," as Paradise calls the Arabic scholars, "have for some time been enlarging the scope of their program. We Hebraists sought also to enlarge our area of study. One problem was that much of what we know as Hebraic civilization was created somewhere else than the Middle East. Hebraic culture has been produced wherever Hebraic people lived in significantly large communities."

Prof. Chejne viewed the attempt to expand the area of Jewish Studies as an impossible precedent because it opened the door not only to Arabic Studies, but also to Turkish Studies and Persian Studies, in fact to specific study areas for all the peoples of the Middle East.

"To have given in to the Hebrew scholars would have meant cannibalizing our Persian program," he said. "It was out of the question."

Chejne said that the department had accepted money the previous year from the Jewish community and in so doing had lost some of its independence.

"Consider," he said. "I am Lebanese. Perhaps five times as many Lebanese live outside Lebanon as inside. Should we then institute a course on the Lebanese outside Lebanon?"

Paradise doesn't agree that a Jewish Studies program would teach about Japanese Jews or Polish Jews.

"That is a greatly misunderstood point," he said. "Our program would not only include those areas where Hebraic civilization was concerned. It would include Yiddish, which is a Jewish language. It would also include Letino, a Judeo-Spanish language, and Jidi, a Judeo-Persian language, and Judeo-Arabic, the language Maemonides wrote in.

"It would include history, sociology, political science, anthropology, and archaeology, when these subjects were important to an understanding of Hebraic civilization."

He compared Jewish studies to Islamic Studies, rather than strictly to Arabic studies. Perhaps by doing so he pinpointed the very basic difference of opinion between the two sides: an ideological, even a scholarly question of interpretation.

So life in Klaeber Court goes on, courteously and, in the main, uneventfully, for the two groups of scholarly

gentlemen clustered at the two ends of the corridor.

Caesar Farah, a professor of the Arabic side of the Middle Eastern Language department, says that the war in the Middle East, aside from the extracurricular interest it has provoked, has had little effect on the academic way of life.

"I see no reason why it should affect my teaching, really," he said. "So far none of my students have raised any questions about it. I would say it has had no impact whatsoever academically.

"My colleagues in the Jewish Studies area are doing their thing, and we here are doing our thing. If we see one another in the hallway, we are polite to one another. Everything is going smoothly."

Going smoothly—business as usual—ordinarily these aren't inspiring phrases, but considering the temper of the Middle East right now, perhaps "going smoothly" is a kind of accomplishment after all.

"One thing I am glad of," Chejne said, "is that we made our decision before the fighting." □

WISE Seeks Volunteers

WISE (Women in Service to Education) and GISE (Gentlemen in Service to Education) are looking for volunteers from the University community.

WISE and GISE are volunteers who work on a one-to-one basis with students in the Minneapolis Public Schools who are underachievers. Volunteers in past years have included wives of University faculty members as well as University students. Frederick Berger, professor emeritus in Continuing Education and Extension, suggested that retired faculty and staff members might also like to volunteer.

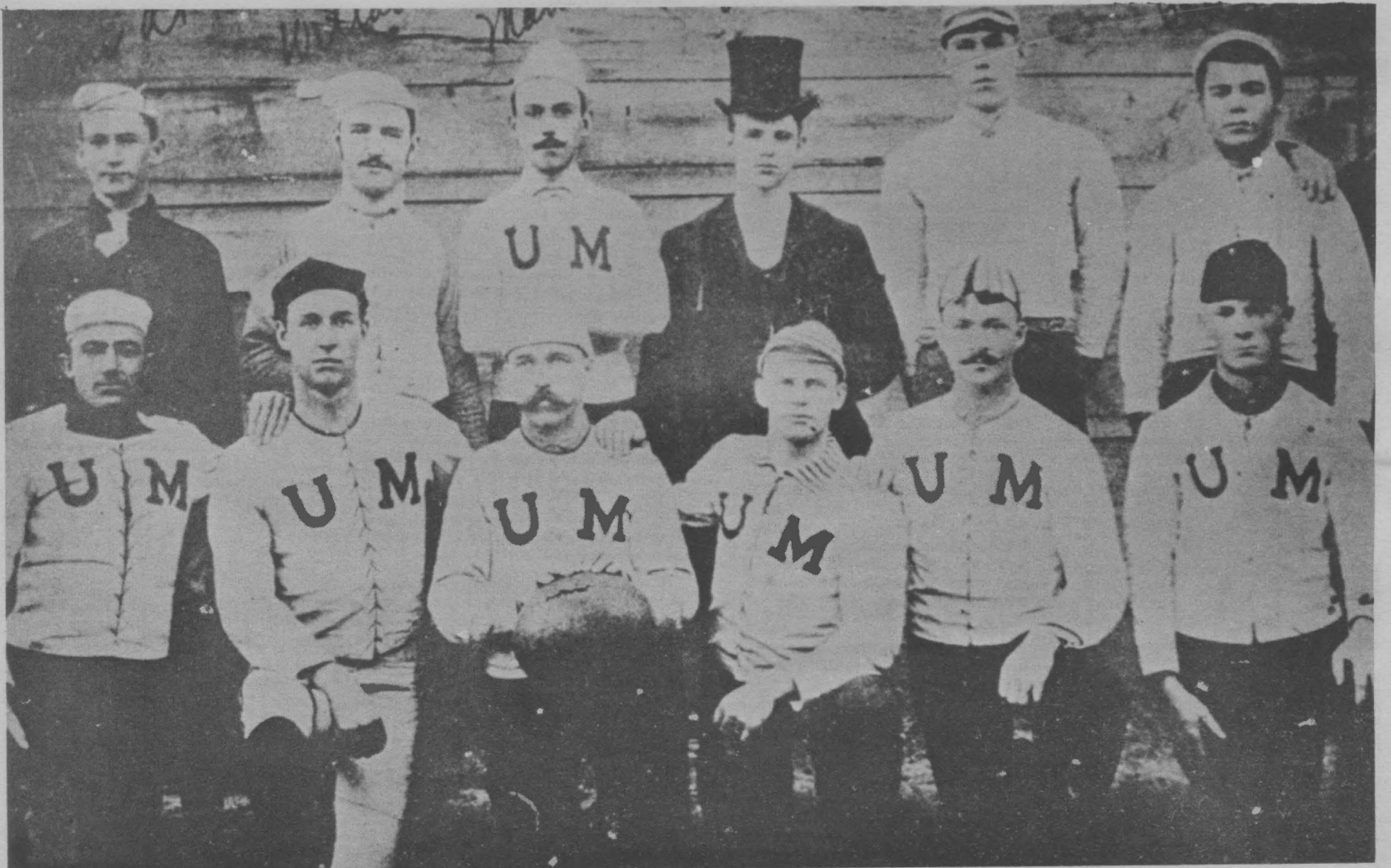
"Last year we placed 800 volunteers in 86 elementary and secondary schools," said Ellen Hughes, coordinator of volunteer services. "We need hundreds more."

WISE and GISE devote two hours per week on the day of their choice to tutoring children primarily in the area of reading, Hughes explained. Some volunteers help with arithmetic. Each volunteer works with one teacher and helps students from that teacher's class, the same students each week, on a one-to-one basis.

Orientation sessions will be scheduled at Coffman Union on the Twin Cities campus and at the downtown Minneapolis Public Library. For further information call 377-1540. □



Maxine Clapp



Jocular Archivist Doesn't Fit Image

by Elizabeth Petrangelo

University News Service Writer

The word "archives" seldom lifts the listener to the peak of excitement. The immediate impression is probably one of little old ladies in tennis shoes and smocks, scuttling back and forth between neaps of dusty documents, filing, sorting and discussing the latest pile of memoranda in hushed tones.

Maxine Clapp, the University's head archivist, just doesn't fit that picture at all. A good-natured woman with an infectious laugh, Clapp is well-known to University students, staff and faculty. Many have never seen her face, but nearly anyone you ask will be able to recall at least one instance where a last-ditch phone call to the Archives brought a fast answer to what seemed like an unanswerable question—with probably a few free jokes thrown in.

With the aid of Clodaugh Neiderheiser and a staff of assistants whose combined years of archive experience total 42, Clapp spends her time in her ~~Walter Library~~ offices collecting and organizing everything carrying the University of Minnesota name, some of it from as far back as the 1850s.

"We have within these walls a history of the University in many forms. We have printed publications, memoranda, correspondence, manuscripts, pictures, tapes, diplomas, blueprints, maps, buttons and bows," she said.

"We are concerned with the content, not the format," she said. "We have to collect today what we know we will need tomorrow because we can't get it yesterday."

The manuscript portion of the collection is still in paper form and has not been transferred to microfilm. "If we put our collection on microfilm, we would have more than 14 million inches of film," Neiderheiser said. "It just wouldn't work."

The Archives also houses a collection of the personal papers of individuals closely associated with the University, a permanent collection of all M.A. and Ph.D. theses written here, a copy of every book published by the University Press and the collected papers of all fraternities, sororities and student organizations.

Every day University students, faculty or staff members or visiting scholars call or visit the Archives to find some information they need. "The most commonly asked questions have to do with buildings—what is the oldest, who were they named after—and individuals who are part of the University," she said.

"Naturally we have more information about those who have departed and gone to the great University in the sky than we do about the quick, but

we have enough about those who are still kicking to satisfy most researchers too," she said.

"The types of questions we get change over the years," said Neiderheiser. "Now we get a lot of questions dealing with women's issues, like when did the University open up to women. Most callers are surprised when they find the University was always co-educational."

The Archives has been located in Walter Library since 1947 when it became active and Maxine Clapp has been head archivist since the beginning. "You know you can almost tell when an archives will be formed by how fast the university centennial is approaching," she said. "Our centennial was in 1951 and any university worth its salt has to have a centennial history—so you get an archives."

As part of its permanent record, the Archives keeps a collection of all past Homecoming and Engineer's Day (E-Day) buttons. "We don't keep them for purely sentimental reasons," Clapp said. "You can almost trace the socio-economic changes over time by studying these buttons."

During the World War II years, the buttons were made of paper because of the metal shortage, and during what Clapp calls the "GI bulge," most of the buttons depicted scenes of beer busts and "girlie" themes. Then in the 60s, cartoon characters started to appear—Fred Flintstone, Snoopy, the Pink Panther, the Roadrunner. "Suddenly in the 70s, the mood changed," she said. "In 1971, during the height of the war protest, the E-Day button was stark black and white with a simple inscription, 'Then and Now.'"

The Archives also holds a collection of football team pictures, as far back as 1860—pictures of teams without helmets or pads, coaches that wore top-hats and footballs that look remarkably like basketballs.

"My favorite is of Alf Pillsbury's team in 1887," she said. "I suppose I should call him Alfred. It's more respectful. You know he was the captain of the team, and not just because he was a good player. He owned the football."

Hanging on the office wall is an old lithograph of the campus as it looked in 1889. It shows Old Main, the first building on campus, where Shevlin Hall stands now and the Agricultural College located where Nicholson and Eddy Halls now stand. Carriages move down University Avenue and a group of students on the lawn participate in what was then compulsory military drill.

And on a shelf by the wall, one of Cass Gilbert's original plans for the University shows what it *might* have looked like today, with all through traffic directed through underground passages and the mall extending to the river with an arena theatre, boat landing and botanical gardens at the river's edge.

"This work is not at all dull," Clapp said. "It's terribly exciting. What we are doing here is putting together the pieces of a giant jigsaw puzzle." □



E-Day buttons from the 1950s

Fuller Is Optimistic on Future of Man

by Judy Vick

University News Service Writer

"It looks to me as if man will probably come through," 78-year-old R. Buckminster Fuller told a capacity audience in a lecture last month on the Twin Cities campus.

The 5,000 students and others who gathered in Northrop Auditorium for the weekday, mid-afternoon address by one of the most significant innovators of our time, gave the architect-philosopher a standing ovation.

"Bucky" Fuller, a slight but sturdy man with closely cropped white hair, had spoken, almost without pause, for more than 90 minutes.

"I don't take this personally," Fuller told them. "I think you're just telling one another that you believe it will happen."

Fuller, whose designs include the geodesic dome and the stream-lined Dymaxion car, had just said that it is possible, by 1985, that every man will live at a higher standard of living than any one man has known to date.

"This is possible with the resources we now have and the knowledge we now have," he said.

The keys, Fuller said, are "Everybody has to be in on what it is all about," and more efficient use of our resources is needed. He advised his audience to "be reasonable and thoughtful to one another."

"We were really designed to be a success," he said. "Man is the only animal with a mind." He explained that other animals have brains which make it possible for them to recall and remember, but only man has the ability to discover the relationship between the things he remembers.

"We have the proclivity to solve our problems," he said. In a moment of humor, he pointed out, "All human beings are born naked and ignorant. To get as far as we have is a phenomenal matter."

Fuller's geodesic dome is an example of how man can use his resources more efficiently. The structure, designed to enclose the largest amount of space with the least amount of material, has been used throughout the world. He said there are now 100,000 geodesic domes in existence, built of everything from plywood to junk auto parts. A geodesic dome was used to house the U.S. Pavilion at Expo '67 in Montreal, Canada.

Fuller, now a Distinguished University Professor at Southern Illinois University, was dismissed from Harvard in his second year in 1915 for "continued irresponsibility," and did not graduate from college. In 1927, he made a bargain with himself "that I'd discover the principles operative in the universe and turn them over to my fellow men."

He now holds 25 honorary doctorate degrees and numerous awards including the 1970 Gold Medal of the American Institute of Architects. He is a member of the national steering committee for the Minnesota Experimental City. □

Bundy, Reedy Differ on Foundations' Role

by Bill Huntzicker

University News Service Writer

"The deepest issue of our time," Walter Lippman said in 1936, "is whether the civilized peoples can maintain and develop a free society or whether they are to fall into the ancient order of things when the whole of men's existence, their consciences, their science, their arts, their labor, and their integrity as individuals were at the disposition of the rulers of the state."

During the past decade, debates over the Indochina war have revived the issue of the relationships between the academic community, foundations, and the federal government.

McGeorge Bundy, president of the Ford Foundation, and George Reedy, dean of journalism at Marquette University, disagreed in an interview over the role of foundations in the formulation of government policy.

"Very little has been financed by foundations in which they don't know what the results will be," Reedy said. "They give money just as President Roosevelt gave \$5 million to a certain number of physicists and knew they

would come up with an atomic bomb. Or as President Kennedy knew he could finance a trip to the moon."

Bundy said that foundations do not control research. "We pick a subject that's under financed," he said. "We finance it but we don't control it."

Bundy cited the example of the Ford Foundation's funding of China research as an example of the foundation's contribution to political knowledge.

Grants aren't given on the basis of political persuasion, Bundy said, except that "we are a little bit more interested in the 20th century than the 16th century and it is probably true that most political science professors are vaguely liberal.

"But ask a professor whether his viewpoints are questioned before he gets a grant from the Ford Foundation and you'll get a horselaugh," Bundy said.

Bundy admitted that foundations don't give a lot of aid to pure science but have a more pragmatic orientation in funding particular fields which are thought to deserve priority, such as reproductive biology, the development

of food grains, criminal justice studies, and civil rights.

of food grains, criminal justice studies, and civil rights.

He denied the suggestion that much of the foundation research in Southeast Asia was oriented toward carrying out rather than questioning government policy. "But," he admitted, "both the government and non-governmental sectors were very slow in acting in Southeast Asia."

Reedy, however, said that foundations gave grants on the basis of the Johnson administration's priorities in Vietnam. "Once government is committed to policy, then all organs of the government — including foundations and universities — are geared to reinforce that policy," Reedy said.

Reedy said the attitude of foundations and universities to the war was similar to that of President Johnson. "The moment one American soldier was killed in Vietnam he could never admit he was wrong.

"It is beyond the capacity of any human being to admit to that kind of mistake. You can't say to yourself, 'I'm a monster.' That's not a conspiracy. I accept that as being an inevitable result of the human condition," Reedy said.

"Vietnam was a highly specialized case, however," Reedy said. "We had no body of practical knowledge on Vietnam until we were plunged into it. In the early 1960s we had people who knew about China, Indonesia, and Japan, but I could not name you one man who had sufficient knowledge of Vietnam to advise us on policy."

Bundy said that foundations fund only a small amount of the research in American universities. "Another point is that no foundation, certainly not the Ford Foundation, is in the business of forcing research on to people."

When asked about the relationship between intellectuals and government, Bundy said it was too complex an issue to discuss in an interview. "That would require a half-hour lecture and I don't have time to give it to you now," he said.

Reedy agreed that it is a complex issue. "It's one of those things where you can select evidence on either side. It's very dangerous to generalize on some of these matters. Some are corrupted by political power," Reedy said. "They would be better off in their ivory tower throwing spitballs and be useful there." Others, he said, have made valuable contributions to government.

Arthur Schlesinger Jr., Albert Schweitzer Professor of Humanities at the City University of New York, said that government would lose much of its diversity if intellectuals were not allowed to be political advisors.

"Most of the intellectual protest against political involvement is a protest less against the involvement than against the politics," he said. Schlesinger accused his activist-critic colleague Noam Chomsky of fabricating evidence against government foreign policy.

Schlesinger and Bundy were advisors to President Kennedy during the time the President was making crucial decisions on Vietnam. Reedy was press secretary and special consultant to President Johnson.

The three men were interviewed while they were in Minneapolis Oct. 7-8 for a Conference on the American Presidency hosted by University President Malcolm Moos. □

CAPSULE

■ University President Malcolm Moos has been elected to succeed Robert Hutchins on July 1, 1974, as chief executive officer of the Center for the Study of Democratic Institutions in Santa Barbara, Calif.

■ At the October Regents' meeting, President Moos called for an "orderly transition" between his administration and that of a new president. If his successor wishes, Moos said, he would "like to meet with him or her as often as possible to discuss administrative structure and even judgments on people."

■ Moos also outlined three major programs he wants to undertake during his last year at the University: a systematic program review, an intensive study of University governance, and a capital fund drive to finance ten proposed "presidential lectureships" (see page 1).

■ The Regents discussed informally the procedures for selecting a new president. "We invite anyone and everyone to submit names of possible candidates. We solicit suggestions," said Regent Elmer L. Andersen. "We would like the constituencies in the University to know that a major role will be the information-gathering within the Consultative Committee structure. No candidate will be selected who has not been through the process."

■ Regent John Yngve said that if any leaks regarding candidates get to the press as a result of disclosures by members of the Consultative Committee, the Regents would dismiss the committee and seek other ways of getting faculty input. "Once the name of a candidate is leaked and appears in newspapers, then the system absolutely breaks down," Yngve said.

■ Josie Johnson, a Regent since 1971, will resign her position. Her husband, Charles Johnson, has been promoted by his employer and transferred to Denver.

■ Total enrollment remains nearly unchanged at the University—six more students are attending this year than last. The total is 49,935 (see page 8).

■ The University Senate will vote at a special meeting Nov. 7 on whether to amend the constitution so that a majority, rather than two thirds, of the voting membership may approve constitutional amendments. The meeting will be at noon in Mayo auditorium in Minneapolis. Duluth, Morris, and Crookston representatives will participate via a telephone hookup.

■ Vice President Stanley Kegler has been invited to the Nov. 29 Senate meeting to discuss the proposed 1974-75 budget guidelines.

■ The student newspaper at Duluth, which was the *Statesman* and became the *Statesperson* this fall, is again the *Statesman*. The Board of Publications voted Oct. 11 to return to the old name, but also to seek student suggestions for a new one.

■ Steven Hunt, president of the Morris Campus Student Association, is running for city councilman. The election will be Nov. 6. □

Salary Plan

(Continued from page 1)

develop upward mobility into higher level jobs."

This "equalization" process would be only a first step in the direction Richardson wants to go. "This is the first step in moving toward a program where, outside of cost-of-living increases and conversion increases due to changes in the salary range, the only time pay will increase is when performance improves," he said.

Richardson said that under the current pay plan there are four types of possible salary increases, some of them based on "shaky assumptions." The first is what he calls "conversion" and is the sort of increase civil service workers got in July.

Basically, conversion is the rearranging of the salary ranges in response to changes in wages paid for jobs in the market place. Under conversion, people move from one step in the old range to the same step in the new range.

Cost-of-living increases are the second type and are also in response to outside factors. The third type of increase, the step increase, where everybody moves up one step, has no obvious explanation, he said.

"I think it must be a recognition that performance can improve," he said. "But it assumes that everybody's performance improves the same amount at the same time and so we all go up together."

Richardson's plan is to take the money allotted for step increases and to use it for these "equalization adjustments."

Finally, there are achievement awards, or merit increases. They are supposed to be a reward for improved performance, but, according to Richardson, fall short of that goal.

"Using the former 20 per cent of the work force formula, if you've got five people in your department, only one can get an achievement award no matter how many of your people are improving their performance," he said.

The total plan still has to go before the Civil Service Committee and the Board of Regents for approval and Richardson hopes most of the changes can be put into effect during this biennium.

"The Regents have stated, at least as far as the faculty is concerned, that they believe in equitable pay through the merit concept," he said. "I'm hoping they will approve that principle for civil service employees as well."

However, Richardson feels there may be some resistance among civil service workers to these changes, because there is a certain security involved in the present system.

"I think we can ask the administrative and professional employees to invest their step increases in this equalization process," Richardson said. "But a crucial question is 'Will clerical people be willing?' I don't know if they'll buy it."

"What we need now is to communicate these ideas to the staff and to ask for feedback, especially from the clerical staff," he said. "I suspect the inequities in the clerical area are higher than they are anywhere else."

Richardson's timetable is to present the revised plan to the Regents at the December meeting. □

UMD, UMM Help Fill Need for Indians in Medicine

by Roland Lovstad
UMD News Service Writer

While rural America needs more and better health care, the need is critical among the country's native American population.

That sort of assessment led to the establishment of a program that includes representatives on two University campuses and one of the state colleges.

"Health problems that ceased to exist 10 or 20 years ago in most of the

two-year UMD school, had two Indian students. Two more are enrolled in this year's freshman class.

NAM has branch coordinators at the Morris campus and Bemidji State College. Morris, near reservations in South Dakota, allows free tuition to all Indian students regardless of tribal affiliation. Bemidji was selected because of its proximity to northern Minnesota reservations.

The branch coordinators are Theresa LaPrairie at Morris and Shirley DeFoe at Bemidji. They serve as local contacts, advisers, and recruiters for the program.

A basic job for all three persons is to make health careers readily visible to Indian students in local high schools and on the campuses.

"We have to reorient attitudes," Murdock said. He said career information materials presently available are not oriented to encompass ethnic differences. "They do not give an Indian student a comfortable feeling in visualizing health professions.

"Eighty per cent of Indian students now in college are well backgrounded in the social sciences, but are not well prepared in life sciences," he said.

NAM provides advisory assistance to Indian students in pre-medicine or pre-health career curriculums, he said. The program is also providing tutorial assistance for those who need it.

The program advisers are also helping students find part-time jobs in health related fields, and in some cases students are involved in research projects with medical school faculty.

NAM also conducted a summer program for 35 students of high school and college age. Last summer's program saw the students studying in the sciences and cultural courses at one of the three campuses.

Murdock said the summer program was designed to help the college-age students study so they could reach a level for successful application to medical school.

For the younger students, it was an opportunity for personalized study in the sciences. The hope was that they would be stimulated to further study and eventual selection of health careers, Murdock said.

Plans call for up to 40 students in the summer program next year.

Direction for NAM comes from a policy formulation board made up of representatives from the 12 Minnesota reservations and the Duluth and Superior, Wis., Indian communities. The representatives provide input from their communities as well as serving as local representatives and recruiters for the program.

The local community support is important to the success of the program, according to Wilmar Salo, one of the medical school faculty members who wrote and submitted the original proposal for funding of the program.

"If a student believes his people are backing him, chances are better that he will return to practice in his home community," Salo said. "We realize only some students will become medical doctors, but we hope others will find their niche in other medical professions. We're not asking them to aim higher than they can hit."

Robert Pozos, assistant professor and co-worker with Salo on the program,

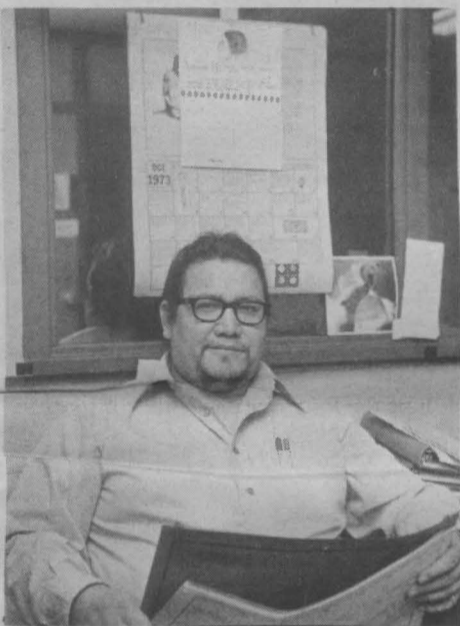
said both have personally visited the state Indian communities and have found more capable students than anyone would have predicted.

Funding for the program comes from a grant by the National Institutes of Health Bureau of Manpower Education.

Murdock said the NAM program is only one of three in the United States, adding that it can have implications nationwide. There have been inquiries from Canada and Alaska, and students in the summer program came from South Dakota, Wisconsin and Montana, as well as Minnesota.

Murdock stressed the need for medical personnel in Indian communities, estimating that there are only 40 Indian medical doctors in the nation and about 200 nurses. He said there are no known American Indian dental hygienists.

"Some estimates say there is an immediate need for 130 Indian doctors to bring the Indian population to the national ratio of one doctor for 627 persons," he added. □



Donald Murdock

nation are still present in American Indian communities," said Donald Murdock, regional coordinator of Native Americans into Medicine (NAM), a program sponsored by the UMD School of Medicine.

As the name implies, the program is intended to encourage and assist Indians who are seeking medical professions. The goal is to have them return to their home communities to practice.

The NAM coordinator believes the program is integral with the UMD medical education program, where emphasis is placed on family practice. Last year's class, the first for the

NAM students read the results of a computer project in a mathematics class at UMD



Summer laboratory class at the Morris campus

EVENTS

Music

- Nov. 2—Minnesota Orchestra, Henry Czyc, guest conductor, Mayumi Fujikawa, violinist, Northrop Auditorium, 8:30 p.m.
- Nov. 4—Civic Orchestra of Minneapolis, Henry Charles Smith, conductor, Northrop Auditorium, 7:00 p.m.
- Nov. 6—Christoph Albrecht, organ recital, Northrop Auditorium, 8:00 p.m.
- Nov. 6—Trinidad Steel Band Concert, Duluth Auditorium, 8:30 p.m.
- Nov. 7—Carlos Barbosa-Lima, classical guitarist, Northrop Auditorium, 8:00 p.m.
- Nov. 7—Mac Frampton Trio, Edson Auditorium, Morris campus, 8:15 p.m.
- Nov. 10—University Symphony Orchestra, Northrop Auditorium, 8:00 p.m.
- Nov. 11—Football Marching Band, Northrop Auditorium, 3:00 p.m.
- Nov. 11—Constance Wilson, voice, Scott Hall Auditorium, 8:00 p.m.
- Nov. 12—Percussion Ensemble, Scott Hall Auditorium, 8:00 p.m.
- Nov. 13—UMD Jazz Ensemble, Performing Arts Building, 8:15 p.m.
- Nov. 16—Minnesota Orchestra, Lukas Foss, guest conductor, Northrop Auditorium, 8:30 p.m.
- Nov. 20—UMM Orchestra, Choral Concert, Edson Auditorium, Morris campus, 8:15 p.m.

Dance

- Nov. 13—Agnes DeMille's Heritage Dance Theatre, Northrop Auditorium, 8:00 p.m.
- Nov. 20—Krasnayarsk Dance Company of Siberia, Northrop Auditorium, 8:00 p.m.

Theater

- Nov. 12-17, 19-20—*Personal Appearance*, by Lawrence Riley, Arena Theatre, Rarig Center, 8:00 p.m. Other performances: Nov. 18 at 3:00 p.m.; Nov. 20 at 1:30 p.m.

Film

- Nov. 2—*Illumination*, 7:30 p.m., and *Behind the Wall*, 10:00 p.m., by Krystof Zanussi (attending), Bell Museum of Natural History
- Nov. 3—*Sex Madness*, Bell Museum of Natural History, 7:30 and 9:30 p.m.
- Nov. 4—*Rules of the Game*, Edson Auditorium, Morris campus, 8:15 p.m.
- Nov. 9-10—*Pink Flamingo*, Bell Museum of Natural History, 7:30 and 9:30 p.m.

Art

- Nov. 11-Dec. 16—"Danny Lyon Retrospective: Photographic Exhibition," University Gallery, Northrop Auditorium
- Nov. 13-18—Senior Exhibition by Tom Jespersen, studio gallery, Tweed Museum of Art, Duluth campus

Sports

Football—Home Games

- Nov. 10—Minnesota vs Purdue, Memorial Stadium, 1:00 p.m.
- Nov. 10—UM Morris vs St Cloud State, 1:30 p.m.

Hockey—Home Games

- Nov. 2-3—Minnesota vs Wisconsin, Williams Arena, 8:00 p.m.
- Nov. 2-3 UM-Duluth vs Lake Superior State, Duluth Arena, 8:00 p.m.
- Nov. 9-10—Minnesota vs Michigan, Williams Arena, 8:00 p.m.
- Nov. 16-17—Minnesota vs North Dakota, Williams Arena, 8:00 p.m.
- Nov. 16-17—UM-Duluth vs Colorado College, Duluth Arena, 8:00 p.m.

Basketball—Home Games

- Nov. 17—UM-Waseca vs North Central Bible, 7:30 p.m.

PEOPLE

■ Dr. Stacey B. Day, associate professor of pathology and head of the Bell Museum of Pathobiology, has accepted the position of member of Sloan Kettering Institute for Cancer Research and head of the Division of Biomedical Education, Sloan Kettering Institute for Cancer Research, New York, effective Jan. 1.

■ Russell A. May, director of continuing education, regional programs, and summer sessions at the Morris campus, has been appointed to the Region C Advisory Council of the Governor's Commission on Crime Prevention and Control.

■ Dr. B. J. Kennedy, professor of medicine and Masonic Professor of Oncology at the University of Minnesota School of Medicine, was elected president of the Minnesota Division of the American Cancer Society at its annual meeting in Duluth Oct. 12.

■ Dr. James G. White, professor of pediatrics, received the \$3,000 E. Mead Johnson Award for research excellence Oct. 22 at the annual meeting of the American Academy of Pediatrics in Chicago.

Faculty and staff members are invited to submit their own news items for "People" to Maureen Smith, S-68 Morrill Hall.

Enrollment Shows More Students in Career Programs

by Valerie Cunningham

University News Service Writer

Fall quarter enrollment figures released by the University of Minnesota indicate that students are increasingly choosing career-oriented educational programs.

Although total enrollment remains nearly unchanged—there are six more students attending the University than last year—there are significant increases in the professional and vocationally oriented colleges and campuses.

And, many of the more generalized units, such as the College of Liberal Arts on the Twin Cities campus and the Morris campus, show enrollment declines.

"The trend seems to be a heavy movement toward vocationally oriented courses and the professional programs," Stanley Kegler, vice president for administration, told the Board of Regents at their October meeting in Rochester.

The enrollment figures were discussed at the morning meeting of the Board's budget, audit and legislative relationships committee.

Kegler told the committee that the sizeable increases at the University's technical colleges at Crookston and Waseca are part of the trend.

And, he added, the liberal-arts oriented Morris campus "seems to be experiencing the same phenomenon as the state college system, which is undergoing a larger enrollment decline than was expected."

Figures for each of the campuses, compared to last year at this time, are shown in the chart below.

"Duluth seems to be very successful in attracting students from outside its service area, particularly from the Twin Cities," Kegler told the committee, explaining the increase on that campus.

He added that the Morris campus is in an area which is losing population and he expects enrollment there to level out at between 1400 to 1500 students in the future.

When the figures were first released Kegler said he was "surprised and pleased" that an expected decline in total enrollment had not materialized.

"Not only are the figures above the expectations on which we built our budgets last January, they are slightly above last fall," he said.

Kegler also said that it was "most gratifying" that increases occurred in the specialized fields that the Regents

want emphasized, such as engineering, agriculture, biological sciences, veterinary medicine and the health sciences.

Enrollment figures for the various colleges and divisions of the University at the end of the second week of classes are as follows:

Unit	1973	1972
Liberal Arts	16,157	16,687
Technology	3,662	3,559
Agriculture	1,303	1,241
Forestry	524	550
Home Economics	1,253	1,264
General College	2,505	2,816
University College	310	262
Biological Sciences	466	428
Law	707	749
Veterinary Medicine	270	260
Education	2,533	2,523
Business	1,326	1,166
Medicine	1,115	842
Medical Technology	129	132
Mortuary Science	84	88
Occupational/Physical Therapy	120	143
Nursing	381	353
Public Health	253	237
Dentistry	513	484
Dental Hygiene	166	128
Pharmacy	380	340
Graduate	6,843	6,968
TOTAL—TWIN CITIES	41,005	41,220

Unit	1973	1972
Undergraduate	5,377	5,306
Graduate	135	128
Medicine	48	24
Dental Hygiene	35	16
Social Work	37	14
TOTAL—DULUTH	5,632	5,488

Morris	1,656	1,763
Crookston	765	660
Waseca	406	320
Mayo	471	478
GRAND TOTAL	49,935	49,929

May Brodbeck, dean of the Graduate School, explained that what appears to be a decline in graduate enrollment is caused by the fact that 196 medical fellow specialists are, for the first time, being counted with the Medical School.

She added that there was actually an increase in new student enrollment.

In two other University units, the Colleges of Home Economics and Agriculture, some students were counted in another unit for the first time. Forty students in agricultural education and 91 students in home economics were counted with the College of Education.

	Fall '73	Fall '72	Change
Twin Cities	41,005	41,220	down 215
Crookston	765	660	up 105
Duluth	5,632	5,488	up 144
Morris	1,656	1,763	down 107
Waseca	406	320	up 86
Mayo Graduate School of Medicine	471	478	down 7
TOTAL	49,935	49,929	

REPORT

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of the University of Minnesota

November 15, 1973



Charles Walcott (left) and Jean Masteller (right) talk with two students in the Commons Room.

CLA Sequences Bring Ideas, Students, Teachers Together

by Maureen Smith
Editor of Report

Colleen Shields was apprehensive about coming to the University as a freshman this fall. "I thought the University would be too big, I'd never meet anyone, I'd hate it."

As it turned out, it hasn't been that way at all. She is one of about 25 students enrolled in a special sequence of courses focusing on one theme: "Man and the Environment." She sees the same faces in three of her classes, and she has come to know four or five of the other students "really well."

The environment sequence, on the St. Paul campus, is offered this year for the second time. Two new sequences began this fall in Minneapolis. More than 100 students are in the "American Experiences" sequence, and about 85 are in "Life Made Symbol," subtitled "Studies in Language and Mind."

In all three sequences, the idea is to help students make more sense out of their courses by seeing how they all fit together. Another goal is to bring students into closer contact with their teachers, their advisers, and each other. A Commons Room is available for each sequence, where students can always find a pot of coffee and

someone to talk to. The Commons Room for the environment sequence is in Coffey Hall. The two Minneapolis-based sequences share a Commons Room in Johnston Hall.

Planners of the cross-disciplinary sequences are pretty excited about what they have to offer. What troubles some of them is that more students were not drawn to the sequences, especially the one in St. Paul.

Slots for 200 students had been reserved for American Experiences, and spaces for 80 students had been set aside for each of the other two. But Roger Page, associate dean of the College of Liberal Arts (CLA), said he would not want the sequences to be judged by the numbers of students who signed up. "All the numbers we've ever used, we've made up out of our heads," he said. "I get concerned when, if we don't attain a number we set for ourselves, somebody thinks we failed."

The problem is that the sequences are designed for incoming freshmen—and it's hard to explain an unusual program to students who are bewildered by the whole registration experience and are still learning what a credit is, Page said.

Another part of the problem was suggested by Prof. Clarke Chambers. Students coming out of a structured

high school situation may be very uneasy with any kind of structure, he said. They may simply want to "try a little something" here and there. Chambers is chairman of the advisory committee for Cross-Disciplinary Studies (CDS), which oversees the special sequences.

Page summed up the dilemma: "We are trying through the special sequences to solve problems for new students that they don't know they have."

One possibility might be to plan the sequences for the sophomore year, Chambers said. But the sequences are "so valuable for freshmen from the very beginning," Page said.

Planning sequences for the sophomore year is "an idea worth trying," said Charles Walcott, assistant professor of political science and coordinator of the American Experiences sequence. But he pointed out that some of the students who might be interested in a sequence would already have taken some of the courses. And sophomores are often "panicked by distribution requirements."

About a dozen students were interviewed in the Commons Room in Johnston Hall. It may be significant that two of the most enthusiastic were

(Continued on page 4)

Promotional Priority Policy Modified

by Maureen Smith
Editor of Report

The "promotional priority" program for civil service employees has accomplished more for women than it has for members of minority groups.

Partly for that reason, some changes in the program have been announced by Bill Thomas, assistant director for employee relations.

"If the program continues as it is structured today," Thomas said, "the University will be in effect reserving all jobs above the entry level for its already predominantly white work force."

The program, which began nearly two years ago, was intended to insure that present employees be given a chance to move into jobs with higher classifications. Thomas said the program has been successful in meeting this primary objective.

Since the program began, he said, about 86 percent of all vacancies, other than those at the entry level, have been filled by people already employed at the University.

The problem is that only 7 percent of the jobs that have been filled since the program began have been filled by members of minority groups. White women have filled 75 percent of the jobs and white men 18 percent.

Giving priority to present employees continues to be University policy. Civil Service Rule 6.3132 reads in part:

"Vacancies in the civil service shall be filled as far as practicable by promotion from among persons holding positions of lower rank at the University."

In an effort to bring more members of minority groups into jobs above the entry level, the new policy includes this statement:

"Whenever a department cannot meet its affirmative action goals through the promotion of a current employee, it shall be deemed 'practicable' to hire from among outside applicants."

A second problem with the promotional priority program has been in the way it has been enforced, Thomas said. The personnel department has been required to police supervisors in their hiring decisions, justify the results to employee interest groups, and defend itself against employee charges of discrimination.

"I do not believe this was ever a proper role for the personnel department to play," Thomas said. "We've been trying ever since I got here to get out of the enforcer image."

From now on, he said, the responsibility for making decisions on

(Continued on page 6)

Mozambique: A History of Its Own

by Maureen Smith

Editor of *Report*

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.”

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 be ~~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.” □

Allen Isaacman interviews elders in a village in Mozambique (photo made from color slide in Isaacman’s personal collection).



Animal Research Upsets Many, Troubles 'U' Administrators

by Mike Finley

Associate Editor of Report

Most people do not think of the University as a place for animals. But those who do think of animals know that animal research at the University is a delicate issue, one that inspires outbursts from parts of the citizenry and soul searching for University administrators.

Perhaps many have never paused to consider that, interspersed through the five-campus university system, there are more than 100,000 animals being used by University researchers.

The animals run the gamut from frogs and mice to cattle and baboons. Altogether researchers at the University use 23 different species of warm-blooded animals, including cats and dogs. The animals are used by researchers in many different fields: medicine, veterinary medicine, psychology, and even home economics.

The "delicate issue" is the humaneness of the animals' treatment. Those concerned range from strict anti-vivisectionists, who feel that all animal

The Research Animal Hospital contains many rooms. Some are used to house animals, others for laboratory work. Ballin was quick to point out that larger cages for certain sized dogs have been installed, and other rooms are used solely as running areas for dogs. In one room dogs are bled to furnish blood for experiments on other dogs. Other rooms are used for postoperative recuperation. Besides dogs, different rooms contain baboons, monkeys, rabbits, rats, pigs, cats, a chimpanzee, and the staples of animal research, guinea pigs.

Dr. William Kubicek, a professor of physical medicine and rehabilitation, and the chairman of a previous committee for all-University animal control, is also worried about the image of the animal hospital facility.

"The real emphasis in our work," said Kubicek, "should be on our accomplishments. Facilities like ours have made some enormous contributions, and not just to human medicine but to veterinary medicine as well. All our principles, after all, are directly applicable to the species studied, and applicable to humans only by analogy."

Kubicek noted the glazed tile walls of the animal areas, and the complex air conditioning and air filtering systems designed to minimize contamination.

While administrators continue to upgrade the living conditions at the different animal facilities, despite budgetary and space limitations, it becomes increasingly clear that there is room for improvement.

"There are problems obvious to anybody," said Dr. Walter Mackey of the veterinary biology department on the St. Paul campus.

"Here you have a tremendous investment in animals, but no one professionally trained to see that they get good care. There is no supervision of husbandry, or health care, no prophylactic or disease programs. There's not even a program to guarantee the animals come from healthy sources. It's really incredible that with all those animals they don't have a single full-time veterinarian."

Mackey pointed out that the University of Missouri, a smaller institution, has six full-time veterinarians.

"Don't get me wrong," Mackey said. "Most of the research under way is important, and the researchers and caretakers are mostly concerned, conscientious people. But the problems are still there."

The Medical School's facility does have a veterinarian, Dr. Ralph Farnsworth, a professor in the veterinary clinical sciences department, but he emphasizes that it's "just an interim thing."

"I only come in one afternoon per week," said Farnsworth. "And then I can only handle the emergency cases, to put the fires out. While I am officially the vet here, we don't really have an ongoing program of veterinary care, which includes prevention. All I can do is deal with what really needs doing."

The University campus in Duluth also has a consultant veterinarian, Larry Anderson.

In order to streamline and improve the various animal research facilities on the five campuses and at the University's station at the Hormel Institute, former Vice President for Academic Administration William G. Shepherd last year ordered a new committee to form and to make recommendations for a comprehensive University policy on research animals. The committee is chaired by Dr. Dale Sorenson, head of the veterinary clinical sciences department.

"Veterinary care is one area where we intend to do a better job than we have in the past," Sorenson said. "We plan to make a big effort, once we name a director for the new animal services unit, to develop and maintain standards of preventive veterinary medicine. To do this is really in our own best interests. Good research requires healthy animals, that's all there is to it."

"Our primary objective, then, is to develop a program of laboratory animal care which provides all animals with humane treatment and adequate food, shelter, and environment. Beyond that, we have to see to it that the University complies with federal laws and regulations regarding care and licensing of animal suppliers."

Animal suppliers have to be licensed by the Department of Agriculture. In the Twin Cities area, most of the dogs used in research are obtained from B & E Patrol in St. Paul, and Metropolitan Animal Patrol Service of Minneapolis. All dogs must be held five days before selling them to researchers for as much as \$18 for a good-sized, healthy dog.

Once at the Medical School's Animal Research Hospital, the dogs are debarked by cutting the vocal cords. The cords grow back in six months. Until then, the dog emits only a quieter, rasping bark.

Rodents, which comprise the vast majority of warm-blooded research animals, are procured from animal suppliers. Monkeys and other primates are obtained from import houses.

When the animals die, their bodies are incinerated in a special furnace near the Plant Services building on the Minneapolis campus. A given animal's lifetime upon arriving at the hospital may be a few days or several years.

No animals survive research. If an animal is still useful after one project, it is used for another. When an animal is no longer useful, euthanasia is administered.

All the animals used in research at the University must be effectively anesthetized for any surgery. Euthanasia is recommended for dying animals. Large animals are killed by injecting them with high solutions of barbiturates. Mice, rats, and hamsters are killed either by cervical dislocation or gas.

These and other specifications and standards are spelled out in what

Hans Ballin calls his "bible," the Department of Health, Education and Welfare's "Guide for the Care and Use of Laboratory Animals." Further policies are dictated in the All-University Animal Care Committee's "Policy and Procedures for Animal Care and Use at the University of Minnesota" adopted by the Regents in July.

In the latter statement, the University reaffirmed its determination to ensure humane treatment of animals by establishing, within the animal services unit of the Office of Sponsored Programs, a program for regular inspections, the employment of a veterinary staff, and a procedure for prior review of research protocol to assure that adequate anesthetics are used.

Luther Pickrel, director of the Office of Sponsored Programs, remarked that the concern for animals is an outgrowth of the circumstances of the times. He explained that groups like the Association for the Prevention of Cruelty to Animals (A.S.P.C.A.) formed during the rise of cities and the resulting problem of abandoned animals.

"That concern led to legislation, such as the various 24-hour laws, regarding transport and shipment of animals, the endangered species acts, and a general concern about man's encroachment on the animals' natural habitats."

"The latest manifestations of these concerns were Public Laws 89-544 and 91-579, which were basically 'petnapping' laws, designed to license animal dealers, so that the problem of unscrupulous dealers who steal family pets would stop. In the section applicable to research institutions, Title IX, standards for care, housing and transportation are clearly defined."

Dr. Charles Schaffer of the Office of Sponsored Programs, who is executive secretary to the All-University Animal Care Committee, stated that one of the problems, besides the fact that the animal facilities are scattered from room to room and from building to building throughout the five-campus system, is the lack of a cost-accounting and cost-finding system, which would provide the committee with harder data on expenditures than they have been receiving.

Dr. Schaffer's colleague, Sarah Katzmark, is the committee's investigator, the person who checks research projects to make sure that the many regulations regarding care and humane treatment are being observed.

Katzmark mentioned that while not all researchers like an investigator looking over their shoulders, most are cooperative.

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REPORT

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Editor Maureen Smith
Associate Editor Mike Finley
Photographer Tom Foley

A Grim view of Animal Study

The following is a brief description of one series of experiments conducted at the University. The information was published in an anti-vivisectionist publication, Higher Education U.S.A., or Animal Models of Terror and Pain, published by United Action for Animals, Inc.

Financed by National Science Foundation and National Institute of Mental Health. Category: brain damage and electric shock. 44 cats used. Lesion-producing electrodes inserted into brains. Cats also subjected to stimulating electrodes implanted in the brain base. The lesions and shocking of the brain produced biting attacks upon presented rats, hissing, growling, ear flattening, hair erection, and dilation of eye pupils. Additional shock to feet caused the cats to lift their paws and attempt to move away. The experimenter mapped the brain areas associated with the various behaviors. He said that damage to one side of the brain had less effect than damage to both sides.

research should be banned, to people who are concerned about pet animals winding up in a research project, to faculty members and administrators determined to maintain acceptable standards of health and other accommodations for University research animals.

"We're always being attacked by the anti-vivisectionists," said Hans Ballin, manager of the University's Research Animal Hospital, located in the basement of Mayo Hospital on the Minneapolis campus. "They should realize that our people are mostly all farmers who are used to animals and like them. Once in a while an animal gets sick, but only because animals do get sick. It's a difficult situation, and we are trying to do our best."



Michael Root talks with two students from the "Life Made Symbol" sequence.

CLA Sequences

(Continued from page 1)

the two transfer students in the group, who came to the sequences after some other kind of experience with college classes. They are John Lischefska of the American Experiences sequence and Carol Parry of Life Made Symbol.

"You just don't find that" in most college situations, Lischefska said about the chance for students and faculty members to get together and talk informally. He is also impressed by the way material in different courses is tied together. "This is the first time I have ever encountered that."

"If I were a freshman coming to the University," Lischefska said, "I would be just snowed under." He said the cross-disciplinary sequences are "an effective way to help students deal with the college experience."

To succeed with freshmen, Page said, the program will have to reach a "critical mass so that it begins to be known in an informal way." Incoming students do know a lot about the University, he said, because they talk to their older brothers and sisters or high school friends who are University students. But no matter how good a program is, he said, it has to reach a certain size before it "seeps into the subculture of students."

All evidence from the Man and the Environment sequence last year is that it was extremely popular with the students, Page said. "But if there are only 48 of them, they are just lost" when it comes to reaching other students.

Whether the sequences have reached a critical mass this year remains to be seen. Certainly some of the students

are spreading the word to their friends. "I'm writing to a friend about the program," said Debbie Nelson of the American Experiences sequence. "I'm really excited about it."

In attracting students, the sequences depend heavily on the 30 or so freshman advisers, said Don Vaux, adviser to the students in Life Made Symbol.

"Last year there was some healthy suspicion among the advisers. They wanted to be sure the program was good before recommending it to students. That carried over and persisted this year."

Most of the students who signed up for the cross-disciplinary sequences this year did so late in the registration period, after many of the courses had been closed except for the slots reserved for students in the sequences. Once the courses began to close, Vaux said, advisers turned more and more to the special sequences. He said he believes that advisers then read the information about the sequences more closely than they had before and "they liked what they saw."

The problems of recruiting students were compounded for the Man and the Environment sequence on the St. Paul campus. The sequence was planned for 40 CLA students and 40 students from the colleges in St. Paul. Only 25 CLA students signed up, and not a single St. Paul student. "It may not meet their needs," Chambers said about the St. Paul students.

CLA students may have been reluctant to take their courses in St. Paul because "students want to be where the action is, or where they think the action is," Chambers said.

Page said that students coming in as freshmen have to register in two days and "it's a new idea to them to think of another location. CLA students expect to be in Minneapolis. They vaguely knew they were going to ride to campus with some sophomore." Most of them would be

unwilling to make a different decision about location so quickly, he said.

Once students get to the St. Paul campus, Page said, they like it. "It's a wonderful experience to be in St. Paul," Chambers said. "It's not so crowded and it's prettier," said Colleen Shields.

Another reason for the lower enrollment in Man and the Environment may be that the courses don't lead readily to the kinds of majors that most students choose, Vaux said. The courses in the sequence this fall are a geology course taught by John Bradbury, a course on American Indian medicine and ritual taught by Clara Sue Kidwell, and a rhetoric course taught by Ron Dorr.

"I wish there were a few more students—but not too many more," said Richard Skaggs, coordinator of the sequence. Skaggs will be teaching a geography course for the sequence in the winter, and Arnett Mace will teach a course on air and water quality. A history course taught by David Noble will be part of the sequence in the spring.

Concern about enrollment means concern about costs. "I guess it seems to me that 30 students is not a large enough number" to justify the cost of

a sequence, Page said. But 30 students "is a wonderful number of students," he said. "To the extent that we have fewer students, it's a better program for them."

"I'm not sure what the economics of it are," said Walcott, the American Experiences coordinator. "I'd prefer to teach them about 15 at a time. If we really did get 200, we might have a problem."

Costs of the program this year are "very modest," Chambers stressed. The CDS budget pays a small part of each coordinator's salary, pays for a quarter-time teaching assistant to serve as an adviser for each sequence, and otherwise "the departments are picking up the checks." But the cost to the departments is not high, either, because all courses in the sequences are courses the departments were offering anyway. "We'd teach these courses and these students some other way if we didn't do it this way," Page said in explaining why he sees the costs as "minimal."

Last year the Man and the Environment sequence bought most of its courses from the departments. Only students in the sequence were then able to enroll in these courses. This year, in a concession to cost efficiency, every course in every sequence is a course regularly scheduled by a department.

When large lecture classes are used, special discussion sections have been set aside for students in the sequences. The large lecture class in economics taught by Regents' Prof. Walter Heller, for example, will be part of American Experiences in the spring. The filmed introductory class in psychology will be part of Life Made Symbol.

Mixing students from the sequences with other students in large lecture classes is not ideal, Page said, but it "seemed too expensive to do it the other way." And it may be that the knowledge that they are taking regular classes may be reassuring to those students—or their advisers—who are wary of anything that smacks of the experimental. The teachers are teaching "the kinds of courses they'd be teaching anyway," Chambers said. "They aren't teaching cross-disciplinary slush."

American Experiences, the sequence described by its coordinator as the "least exotic" of the three, is the one with the largest enrollment. Walcott is teaching the political science course in the sequence this quarter, and Anne Boylan is teaching American history.

These courses—plus the sociology, economics, and freshman composition courses that will be offered in winter and spring—are courses that large numbers of students have traditionally taken, either because of interest or to meet requirements. An American studies course on "Individualism and American Life" is also included in the sequence.

American Experiences provides good preparation for at least eleven different

majors, according to its syllabus. For one reason or another, most of the students interviewed in the Commons Room were planning to major in journalism.

Page said the sequence he had been most worried about was Life Made Symbol. ("I argued with them about that name," he said.) He thought the sequence was an exciting one but feared it would be "the least likely to attract students because of its high-level appeal." As it turned out, this sequence—coordinated by Asst. Prof. Michael Root of philosophy—filled all 80 spaces that had been reserved for it. In the end students were turned away. "I was delighted," Page said.

The sequence this fall includes a linguistics course taught by Prof. Walter Lehn, a philosophy course on logic taught by Prof. John Wallace, and sections of communications taught by teaching assistants John Wirth and Warren Combs. Another communications course, a humanities course ("Life of the Mind"), and a computer sciences course on fortran programming are planned for winter. English, psychology, and art and music history courses will be offered in the spring.

Like all the sequences, Life Made Symbol has drawn on regularly scheduled courses. "We looked for courses that seemed to fit," Root explained, "and then in our negotiations we tried to make them fit even closer." One course in the sequence, an English course to be taught by Donald Ross, has been designed especially for the sequence. (It is still offered by the English department, where it is listed under a special topics heading.)

The Life Made Symbol sequence also offers several one- or two-credit "satellite courses" in conjunction with the large lecture courses. For example, the large psychology course will be accompanied by a one-credit course on the psychology of language taught by Bob Verbrugge. "We tried to do a little tailoring within the constraints of the established curriculum," Root said.

The syllabus for Life Made Symbol includes a list of 27 questions for the students to think about. It is these questions that best identify the theme of the sequence, Root said. (Sample questions: Do children have thoughts before they learn to speak and understand a language? Does the language we speak affect the way in which we perceive things? Are musical works the sorts of things that can have meanings? If so, can two musical pieces have the same meaning? Can a painting be about something?)

In giving students opportunities to meet informally and equipping them with questions and readings that aim toward independent work, Root said, the goal is to "make education more than what goes on in the classroom."

The students who were interviewed gave varying responses to questions about their courses and about the symposia that are part of each sequence. But all agreed that they have enjoyed the chance to get to know other students. "I like this room," Dennis Derheim said about the Commons Room. "I come here every day. I know about 30 students in the sequence." (Responses like this were probably predictable, because the students interviewed were the ones who were found in the Commons Room.)

The same students weren't so sure how successfully the material in their

courses was being tied together. "They aren't doing it as much as I'd like," Derheim said. "They don't tie the classes together as much as I thought they would," said Mary Asmus, "but they're getting better all the time."

Other students have seen more integration in their classes. "When I'm studying for one class I feel like I'm studying for all of them," said Pamela Hill. "My political science and my history combine together so beautifully," said Cynthia Ziegler. "I was doing a take-home exam for history, and I used a lot of what I learned in political science." (All four of these are American Experiences students.)

"Some of the synthesis you can carry on yourself," adviser Ben Sharpe reminded one of the students in Man and the Environment. "You have to know something before you can synthesize. It's a little early yet."

Integration in the classroom "quite frankly doesn't happen all that often," Skaggs acknowledged. "This is the most difficult part of the whole program. Sometimes there are differences in expectations between what the students would like and what we think we can deliver." Connections between the various disciplines are more likely to be discussed outside the formal classes, he said—when students talk to teachers in the Commons Room, or when students talk to each other. Another place for integration is in the symposia that are held weekly as a part of each sequence, he said.

When it comes to integration in the classroom, Skaggs said, "the rhetoric teacher is in a key position. They seem to be a bit more flexible." Walcott made a similar point. "It doesn't matter that much to them what is being written about or read," he said about the composition teachers. Readings and composition topics can be chosen to fit the theme of the sequence.

"Our claims for academic integration are best put modestly," Walcott said. "We have to work within the limitations of the rigidity of our disciplines and the limitations of ourselves as scholars."

Even if the teachers can't always coordinate the subject matter of their courses, Walcott said, there are advantages when teachers in a sequence talk to each other. He and Boylan have tried this quarter to "even out the reading loads and avoid giving exams on the same day," he said. (During the third week of the quarter, he said, "We messed up. We both were clobbering them.")

"Ordinarily," Walcott said, "you teach a course in isolation." A teacher knows his students are taking other classes, but there is no way for him to coordinate his tests and reading loads with all the other faculty members involved.

One of the things Walcott said he likes best is the opportunity to get feedback from the students' adviser, Jean Masteller. This is a source of feedback most teachers never have, he said.

Masteller is happy, too, about the chance to talk with the teachers. "Normally students tell me about their classes, and I don't have anyone to tell," she said.

Each sequence offers the opportunity for close contact between the students and the sequence adviser, whose office is in the Commons Room. "One really interesting thing," said student John Lischefska, "is how close you can become with an adviser." After some less happy experiences, he said, it was "really refreshing to find someone who knew what was going on and was willing to help you."

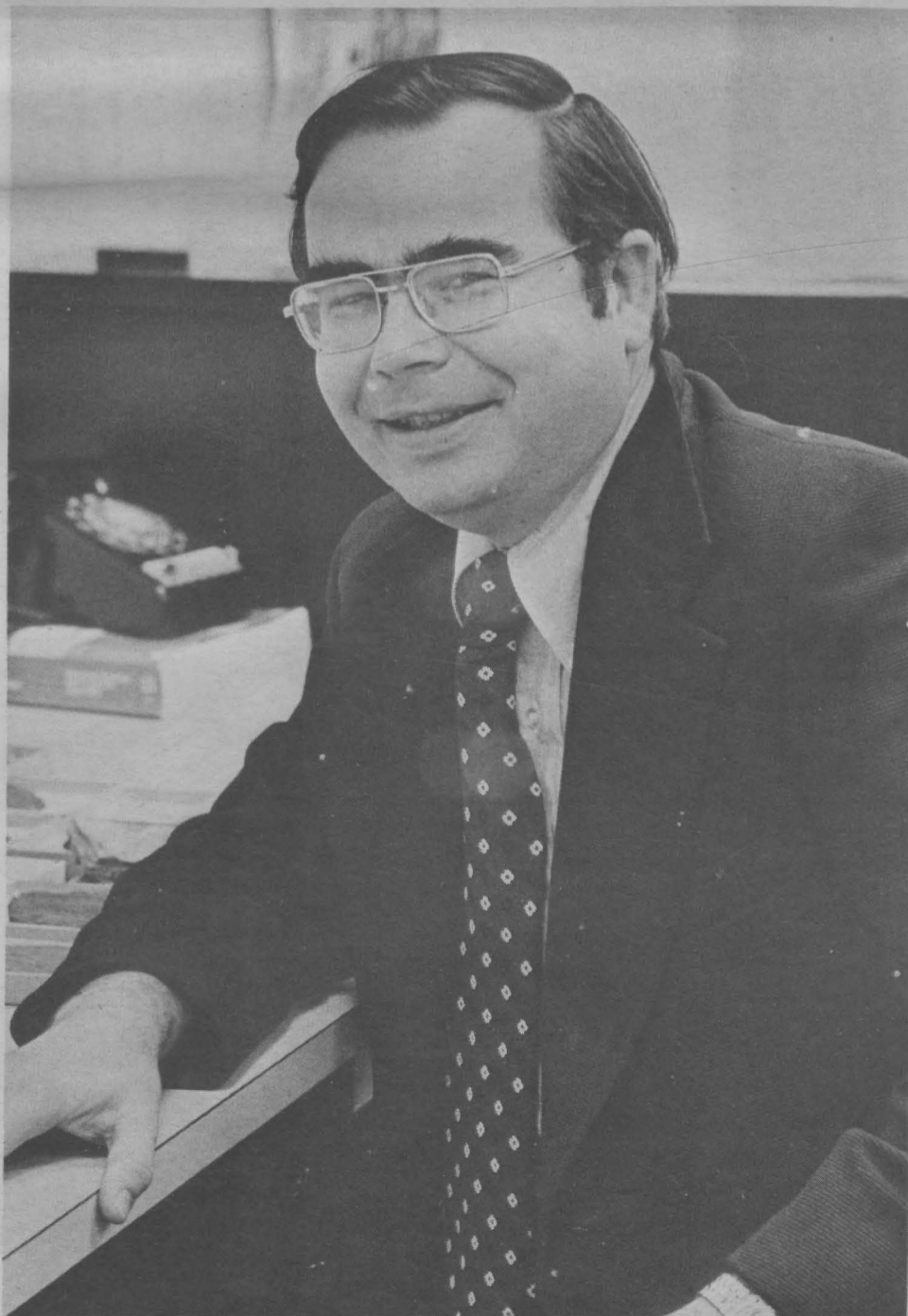
Masteller has developed the kind of relationship with some of the students that goes beyond giving advice about program planning or help to students who are having problems in their

courses. One day last month, she and 15 or 20 of the students went to the movie "The New Land." After the movie, she invited the students to her home to talk about it.

For those who take advantage of the opportunities, the special sequences offer a chance for close contact between students and advisers, students and teachers, students and students. What happens to a student who has had all that as a freshman and then becomes just another University student as a sophomore?

Some of the students from the Man and the Environment sequence last year keep coming back this year to the Commons Room in Coffey Hall. A few have discovered the Commons Room in Johnston. It isn't the room they met in last year—the sequence isn't the same and the teachers aren't the same—but "they just want somewhere to come," Vaux suggested.

Skaggs said he had been concerned about what would happen to those students from last year. But he said, "A pretty large proportion of the students have come back to talk to us, and they don't seem to feel handicapped or let down or cut off. They feel they got a good start, and they can do better now on their own." □



Richard Skaggs

Intensive Care Units Save Lives

by Bob Lee

University Health Sciences Writer

Every hour in an intensive care unit (ICU) at University of Minnesota Hospitals is one of heroic effort for the patient and the staff.

As the critically ill patient summons inner strength, the medical center calls on its expertise, augmented by computers and "tender loving care," to give him every chance for recovery.

The largest of the six units may have the most hectic pace, but they all experience the pressures of life-saving 24 hours a day, seven days a week.

Against a background cacophony of cardiac monitors, respirators and computer terminals, nurses move about with crisp efficiency administering medications, doing lab tests, and frequently checking vital signs.

Physicians, nurses and aides have learned to live with the tensions inherent in dealing with the delicate balance between life and death. For many it is a job that is professionally challenging and rewarding. But some

find it difficult to "turn off" their personal commitment to the intensive care experience after hours.

Visits by the immediate family are limited to 10 minutes each hour during visiting hours on Station 44, the oldest and one of the busiest ICUs. Patients recovering from surgery may stay only 24 hours but traffic accident victims may be there for days until they stabilize.

The four-and-one-half-year-old Coronary Care Unit (CCU) in Variety Club Heart Hospital has four beds grouped around a central desk with a large monitoring console. Four rooms in the adjacent station can also be hooked up to the system.

When the monitor screen indicates a change in a patient's heartbeat, a recording device can be used to make an electrocardiogram strip to determine the degree of seriousness. If necessary, electro-shock or drugs through an intravenous hookup are only seconds away.

In the first instance, after three days of bed rest, monitoring and tests to

determine any heart damage, patients are usually returned to their normal station. In the case of a heart attack the patient may spend five to seven days in the CCU until his condition stabilizes.

Only the rhythmic hiss of a respirator and the steady tick of the bedside cardiac monitors interrupt the quiet.

Blinking, beeping monitors next to 20 isolettes in the Infant Intensive Care Unit assure the staff all is well. Nurses and specially trained aides in white crib gowns, and busy clusters of consulting physicians in green scrub suits and white staff coats seem to be everywhere. Phones ring constantly.

Equipment is everywhere: an emergency cart, extra isolettes and monitors, respirators, a pulmonary function analyzer and a portable x-ray machine. Stainless steel columns from the ceiling with oxygen, suction and compressed air free valuable floor space.

Off in a corner a nurse in a rocking chair cuddles a baby. The tiny infants, many weighing less than five pounds, seem to be conserving their energy for survival—they don't cry much.

A butterfly and bunny painted on a glass wall are an attempt at normality amid the struggle to survive. A sampler, "Children Learn What They Live," given in memory of a youngster who died at University Hospitals two years ago, is a mute testament that not every child survives.

But in the three-and-one-half years since the unit opened, the staff has learned a lot and, assisted by computers that continuously record vital signs and other data, more and more babies go home—their congenital defects repaired or healed.

Round the clock, experts in miniature life systems stand ready. An air ambulance service brings the "preemies" and other critically ill newborns from a four-state area and a special micro-lab has been set up on the station to provide the necessary tests for these tiny new people.

The four-bed Medical Intensive Care Unit provides the necessary close attention for patients who have gastrointestinal bleeding, severe pneumonia, or have taken a drug overdose.

Frequently vital sign checks are made by the nursing staff who also look for any adverse side effects to the potent medications. Wall suction, oxygen, and airways are at each bedside. In an emergency an electrocardiogram, defibrillator and respirator are also at hand.

Two ICUs were opened this year by the departments of neurology, neurosurgery and anesthesiology.

Patients who have had head or spinal cord injuries or strokes are cared for on Station 53. Five beds are recessed into large module panels complete with suction, oxygen and electric outlets. Heartbeats and breathing rates can be monitored at the central nursing desk. Continuous blood pressure monitors are also available. A special darkened, sound-proofed room is used for hemorrhagic stroke patients who are especially sensitive to noise and bright light.

Most of the patients on Station 49, the Respiratory Care Unit, are there

because their breathing difficulties are a vital part of their total medical problems.

Accident victims with severe trauma to the lungs might be there for weeks; others, who had late-night surgery, might stay only a few hours until they recover from the anesthetic.

Floor space is at a premium because of the large amount of life-support equipment needed for four beds. Temperature and humidity are closely maintained to facilitate the work of the respirators—the flashing lights signify the labored breathing.

When the patient, whether a two-pound newborn or a 60-year-old grandparent, has successfully passed the crisis, the ICU staffs feel no special thanks are necessary. The staffs' special training and dedication, and thousands of dollars worth of equipment, have simply performed as expected.

Every shift, the staff's knowledge, training and dedication focus the patient's will to live. It truly is an intensive care experience. □

Promotion Policy

(Continued from page 1)

hiring and for meeting affirmative action goals will rest with the departments themselves. "We're putting the decision and the enforcement where they should be," Thomas said. "We never really had the power to tell departments who to hire. We got all the criticism."

Enforcement of the promotional priority program will now fall under the grievance procedure, Thomas said. An employee who is denied promotion may file a grievance against the hiring department.

"Therefore, a department, while it is free to hire any applicant, may find itself called upon in the grievance procedure to show why it was not 'practicable' to promote from within," Thomas said.

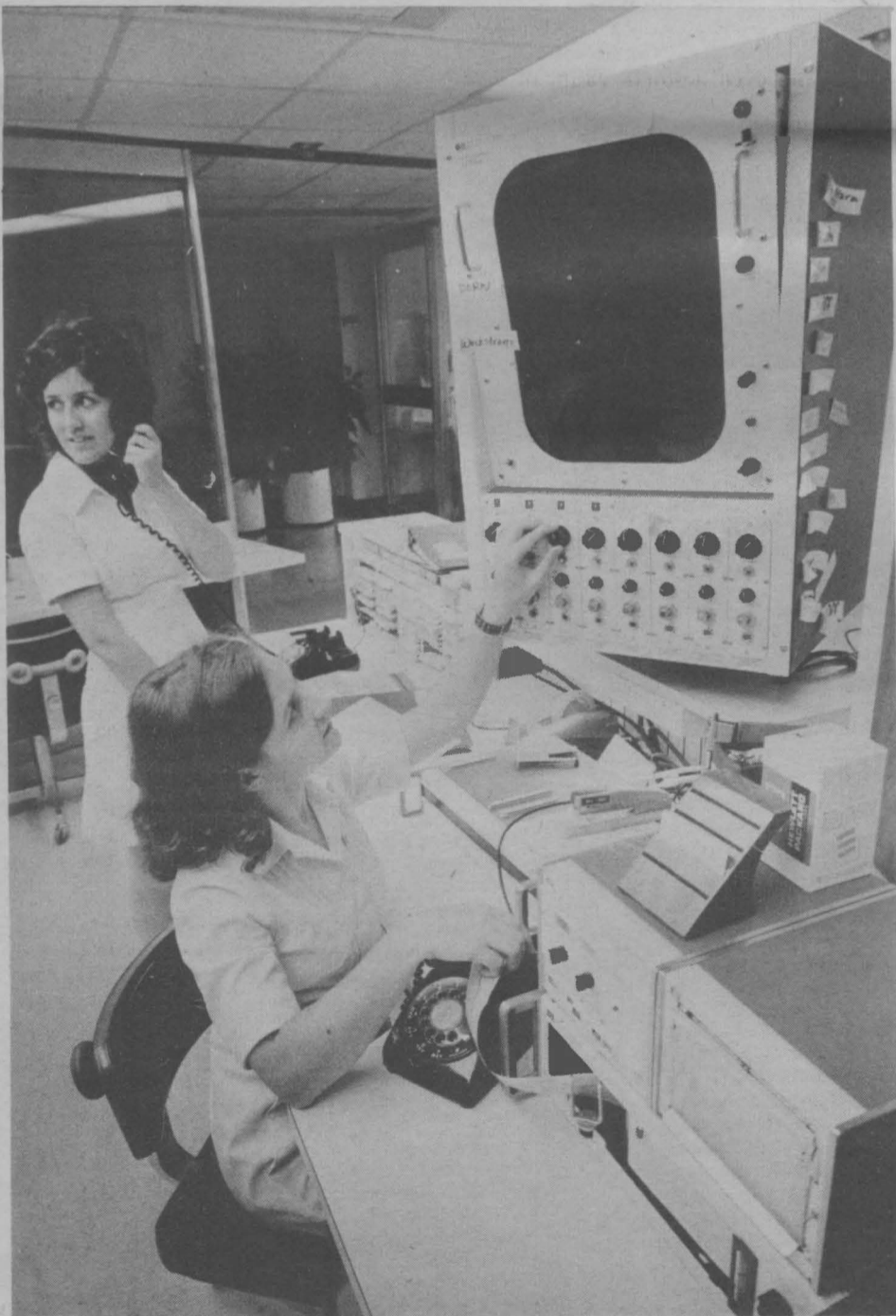
A third problem, he said, has been with the length of time specified by the program before outside applicants may be referred for a job. Only University employees could be considered for vacancies during the first ten days of posting. That ten-day period has now been changed to five work days, he said.

Reserving a job for ten days "was intended to force supervisors to give first consideration to promotional candidates," Thomas said. "Unfortunately what it really did was delay recruiting, screening, and referral of outside applicants even when very few or no University employees expressed an interest."

Another change is that departments will no longer be allowed to indicate a "recommended" person for a job at the time the job is posted. If the department has someone in mind for the job—one of its own staff members, for example—that person should be encouraged to apply for the job in the regular way.

"As far as we're concerned, any job is open to anybody," Thomas said. "We will refer all comers. The departments will still hire whomever they want, but nobody can say they weren't given a chance."

Thomas said he is working on other changes in the total affirmative action plan, including the "females and minorities" (F and M) program. □



Problems, Delays Plague Student-Staff Directory

The 1973-74 Student-Staff Directory will be distributed toward the last week in November, about a week later than the usual Thanksgiving week distribution time.

The delay is being caused by some difficulties in handling the massive amounts of information that have to be converted from the old form of data storage (files and files of cards) to the new form (magnetic computer tape).

Sharon Huhn, editor of the directory, said that a big part of the problem was that everyone underestimated the amount of work and time it would take to convert to the new system: "It had never been done so there was no realistic way to estimate how much work it would be. We encountered some problems along the way that no one anticipated."

The old system involved maintaining directory cards on every employee. Each fall, information from the cards was typed onto reproduction quality pages and these pages were photographed and printed. The process had to be repeated every year.

With the new system, all this information is being stored on magnetic tape. Updates in information will occur with a punch and microfiche sheets of updated information will be made available to University operators. The tape will also be used to produce typeset copy for the printing of the directory. Only new information will have to be added to the tape each fall, rather than retyping the entire lists. This will make the job easier, and in the long run, more accurate.

"We are a bit concerned about mistakes in this year's directory, however," David Peterson, University Relations publications manager, noted. "Because we had to spend so much time on the computer conversion we were not able to do as thorough a job of checking individual listings as we would have liked. And with about 165 information bits per person, this means that almost three million total bits of data were processed. Four different steps were involved, each presenting a chance for error. If there is a 1 percent error factor, that could generate 30,000 mistakes—a fact that is causing a great deal of concern."

(In the estimated 165 information bits per person, all letters in a name and all digits in a telephone number were counted separately.) The only way to find out what the error factor is at this point, Peterson and Huhn noted, is to print the directory and distribute it. "We hope it won't be all that bad," Huhn added.

Although the conversion has generated additional problems this year, the editor is confident that it will improve the quality and accuracy of the directory in subsequent years. The appearance and readability of the directory will also be improved because of typographical changes.

The directory will also have a full color cover this year for the first time. This was made possible through the sale of a color advertisement on the back. Color on the front cover can then be added at no extra charge.

If employees do find serious mistakes in their directory listing, they should file a new card immediately, Huhn emphasized. These cards will then be used to correct the microfiche sheets that will be supplied to telephone operators. Then if a directory user finds a wrong listing, he can call the University operator and obtain the corrected information.

"I certainly hope the University community will appreciate the problem and be personally understanding," Peterson concluded. "What we don't need at this point is hundreds of angry calls from people who have an error in their listing. Maybe the problem won't be all that bad. If all works out okay we'll be very happy. If the problems are even worse we'll just have to punt. The system will work and it will be better. But it may take more than one year to accomplish that." □

LETTERS

It is depressing indeed for a geologist to read in the October 15th issue of *Report* that according to your man in Antarctica the principal purpose of geologic research in Antarctica is finding gold and diamonds under miles of ice. It is depressing because finding gold and diamonds has almost nothing to do with the goals of geologic research in Antarctica, while the real goals of geologic research in Antarctica relate to one of the most far-reaching and revolutionary developments of scientific thought in the twentieth century. I refer to the discovery and elucidation of ocean floor spreading and the plate tectonics theory of crustal dynamics, in the development of which the geology of the Antarctic continent plays a crucial role. Related scientific problems of comparable interest and importance include investigation of past climates on the earth, the migrations and reversals

Milk Cartons Make Safe Toys

by Bill Hafing

University Science Writer

Used milk cartons make especially safe toys for small children.

They're non-breakable, soft, and constructed and inspected under strict governmental controls. They make good boats, houses and building blocks. They do not make the kids sick if they put them in their mouths.

In response to a question of whether botulism might be associated with milk cartons, the University News Service contacted Assistant Professor Walter Jopke, senior sanitarian in the University of Minnesota's department of environmental health.

"We don't find botulism associated with milk products or milk," Jopke said.

"Furthermore, mothers don't have to

of the magnetic poles and the patterns of evolution of life on the earth.

It is also depressing because it reflects the kind of "Gee-whiz" attitude toward science in general, and specifically, the science of geology, which makes our job in the Minnesota Geological Survey a lot harder. It makes our job harder because this attitude is a symptom of a deeply imbedded popular concept that the only value of geology relates to finding mineral or oil deposits. It is precisely this attitude which was an important factor in actions of the State Legislature recently which resulted in a severe limitation on the amount of geologic research carried out in Minnesota at the present time. The argument ran: since the only value of geology is in finding ore deposits, and since the mining companies in the State are well-qualified to do that job for themselves, the Geological Survey is a rather useless frill.

The fact of the matter is that from a purely practical standpoint the geology of the State is the fundamental basis for its entire ecology and economy, and as the activities of man place increasingly greater demands on the resources of the State and have increasing impact on its environment, the geology of the State is a necessary input into rational planning and policy-making throughout the State. From the broadly intellectual, scientific, and even aesthetic point of view as well, the geology of Minnesota is extremely interesting and over the past hundred years the work of the Geological Survey in unravelling this geology has had a profound impact on world thought.

These are the reasons why it seems to us that the "boy treasure hunters at the South Pole" approach to geologic research in Antarctica scarcely does justice to the topic and serves our science poorly.

Sincerely,

Matt Walton
Professor and Director
Minnesota Geological Survey

Glenn B. Morey
Associate Professor

CAPSULE

■ Wenda Moore, a former aide to Gov. Wendell Anderson, has been named by Anderson to a seat on the Board of Regents. She was sworn in Nov. 9 and replaces Josie Johnson, who is moving to Denver. Both are black women, but Anderson said he had not made the choice on this basis.

■ Another round of budget cuts will be necessary in preparing the 1974-75 budget. University President Malcolm Moos in an Oct. 15 memo spelled out the reasons for an estimated \$2.2 million deficit in the budget: \$768,020 because of position cuts, \$722,235 because of income shortfall, \$272,000 because of nonreappointment of departmental receipts, \$180,000 for retirement benefits for newly eligible faculty members, and \$257,745 for "hardening" some nonrecurring budget items.

■ The first stage of collective bargaining hearings before the Bureau of Mediation Services has ended. The University of Minnesota Federation of Teachers (UMFT) and the University have agreed on the definition of a graduate assistant, the percentage of time to be worked, and the demographic scope of a unit. The geographic scope of units is still to be determined.

■ Five employee organizations are involved in "tenure track" faculty hearings—UMFT, the American Association of University Professors, the Law Faculty Association, the Committee of the Faculty of the Health Sciences, and the Duluth Faculty Association.

■ The Senate Consultative Committee has proposed that 30 minutes of each Senate meeting be devoted to a question-and-answer session with administrators. Specifics of the plan will be explained at the Nov. 29 Senate meeting.

■ Each campus could set its own academic calendar, under a task force proposal that went to the Administrative Committee Nov. 5.

■ George King has been reappointed chairman of the Afro-American Studies Department by Dean Frank Sorauf of the College of Liberal Arts. Some members of the black community have expressed unhappiness with King's leadership. Sorauf pointed to King's support from his colleagues and the progress made by the department. The reappointment is subject to Regents' approval.

■ The Campus Assembly at the University of Minnesota-Duluth has approved a major in interdisciplinary studies, a minor in dance, a Bachelor of Social Development degree program, and an Associate in Science degree in dental hygiene. The proposals will now go to the Regents and the Higher Education Coordinating Commission.

■ President Moos has been elected vice chairman of the American Council on Education for 1973-74.

As for botulism, preserved foods in which the toxin is most commonly found are string beans, corn, spinach, olives, beets, asparagus, seafood, pork and beef. Improperly smoked or canned fish are common sources of botulism. Cooking food for 30 minutes at 176° F. before eating is considered a safeguard against botulism.

EVENTS

Music

- Nov. 17—Football Marching Band, Northrop Auditorium, 8 p.m.; also, Nov. 18, 3 p.m.
- Nov. 19—St. Paul Chamber Orchestra, West Bank Auditorium, 8 p.m.
- Nov. 20—First Minnesota Moving & Storage Warehouse Band, Scott Auditorium, 8 p.m.
- Nov. 24—Minnesota Orchestra, Jean-Bernard Pommier, piano, Northrop Auditorium, 8:30 p.m.
- Nov. 27—Speculum Musicae Trio: Flute, Cello, Piano, Edson Auditorium, Morris, 8:15 p.m.
- Nov. 27—Men's and Women's Chorus, Scott Auditorium, 8 p.m.
- Nov. 29—Elizabeth Storasil, recorder, piano, Scott Auditorium, 8 p.m.
- Nov. 30—Minnesota Orchestra, Christine Walezka, cello, Northrop Auditorium, 8:30 p.m.

Theater

- Nov. 12-20—*Personal Appearance*, Arena Theatre, Rarig Center. Dates: Nov. 12-17, 19, 20 at 8 p.m.; Nov. 18 at 3 p.m.; Nov. 20 at 1:30 p.m.
- Nov. 15, 16, 17—*The Importance of Being Earnest*, Punchinello Players, Punch Theater, North Hall, St. Paul, 7:30 p.m.
- Nov. 21-Dec. 2—Moliere's *The Doctor in Spite of Himself*, Stoll Thrust Theatre, Rarig Center. Dates: Nov. 21, 23, 24, 27, 28, 29, 30 and Dec. 1 at 8 p.m.; Nov. 27 at 1:30 p.m.; Dec. 2 at 3 p.m.

Dance

- Nov. 20—Krasnayarsk Dance Company of Siberia, Northrop Auditorium, 8 p.m.
- Folk Dancing: Hungarian, every Monday, Pop Inn, Coffman, 7:30 p.m.; International, Tuesdays, Norris Gym, 7 p.m.; Scottish Country, Wednesdays, Pop Inn, 8 p.m.; Beginning International, Fridays, St. Paul gym, 7:30 p.m.; Israeli, Sundays, Hillel House, 6:30 p.m.

Art

- Nov. 5-23—Steven Osborne, Paintings and Drawings, West Gallery, Coffman Union
- Nov. 5-23—Timothy Levin, Photography, South Gallery, Coffman Union
- Nov. 17-Dec. 8—Oils and Acrylics by Robert Shank, North Star Gallery, St. Paul
- Nov. 17-Dec. 8—Watercolors by Jean Anderson Berglund, Rouser Room, St. Paul
- Nov. 17-Dec. 2—Candles and Candleholders by Bill Bezek, Display Cases, Student Center, St. Paul
- Nov. 20-Dec. 10—Graphics by Will Barnett, and "North Woods," photographs by James E. Brandenburg, Tweed Museum, Duluth

Sports

Hockey

- Nov. 16-17—Minnesota vs North Dakota, Williams Arena, 8 p.m.
- Nov. 30—Minnesota vs St. Louis U, Williams Arena, 8 p.m.

Football

- Nov. 24—Minnesota vs Wisconsin, Memorial Stadium, 1 p.m.

Swimming

- Nov. 30—Minnesota-Illinois-Northwestern, Cooke Hall, 7:30 p.m.

Wrestling

- Nov. 23—Minnesota Quadrangular, Bierman Building, 7 p.m.

Basketball

- Nov. 17—UM-Waseca vs North Central, 7:30 p.m.

Film

- Nov. 20—*The Fugitive*, North Star Ballroom, St. Paul, noon
- Nov. 25—*Walkabout*, Edson Auditorium, Morris, 8:15 p.m.
- Nov. 26—*Variety*, North Star Ballroom, St. Paul, noon
- Nov. 30-Dec. 1—*Band of Outsiders*, U Film Society, Bell Museum Auditorium, 7:30 and 9:30 p.m.

Notes

UM-Duluth's 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.

Animal Research

(Continued from page 3)

"Most researchers are bending backward to meet the standards," she said. "Out of several hundred recently checked, only three were in basic violation of the standards." The three in violation were burn specialists.

One investigator not in violation, a more typical investigator, is Lou Terracio, a Ph.D. candidate working with miniature pigs. His experiments have involved feeding pigs high amounts of cholesterol for over a period of time, thereby creating a condition similar to atherosclerosis, or a narrowing and congesting of the arteries until the passageways are narrow as threads. Pigs are used because in the study of circulatory disorders pigs are the most like humans of all animals.

Terracio has been treating the sclerotic pigs with a new drug, called CIRC, which has shown to be effective in clearing up the waxy substance in the arteries.

Although it is unlikely that Terracio's work will result in a dramatic breakthrough in the treatment and diagnosis of atherosclerosis in pigs or people, it is work like his that contributes to a working fund of knowledge about the disease.

And, as Research Hospital Manager Hans Ballin says, defending the notion of animal research in general, "Few of the great discoveries in medicine would have been thinkable without animal research.

"Here at the University, for instance, the breakthroughs in liver and kidney transplants could only have been possible by using thousands of animals first. Dr. DeWall, Dr. Spink, Dr. Lillehei, and Dr. Charmley all started with animals first. Charmley used over 900 of our dogs before developing his successful heart transplant."

Professor Mackey, who has several criticisms of the animal research system, nevertheless is aware of its importance. "I guess it's better to give them to research and to help mankind than to just blow their lungs out in a decompression chamber."

People for Animals, a University group headquartered in Coffman Union on the Minneapolis campus, has no strict policy on animal research.

"We don't have a hard and fast policy," said Mike Doum, who was manning the newly-installed People for Animals Hot Line. "We're a clearinghouse for concerned people rather than an intra-University lobby." Jerry Gershone clarified Doum's statement, adding that "That's not really a cop-out, not taking a stand. We're a diverse group, filling the spectrum between anti-vivisectionists and people who say, OK, research is necessary, but at least uphold the standards you set for yourself."

Dr. William Collins, the consulting veterinarian for the Hennepin County Humane Society, made it clear that "we don't send any animals to the University or any other research institutions. A lot of people feel that we do, but they're uninformed. And it's not that the Humane Society doesn't believe in research. It's just our policy that none of our animals will be used that way."

The argument about animals in research is not one that will go away, probably not until all the diseases are cured once and for all and the animals let loose from their cages. And since that will probably not happen in our lifetime, everyone will probably have to endure the grim reality that the same creatures many of us adopt and treat like members of the family might just as easily be expendable subjects for research.

Standards will continue to improve. Cages will be larger, lighting and ventilation and dietetics will also improve, and University administrators and involved faculty and staff members will continue to work toward upgrading the care and treatment of animals in their work here.

But the anti-vivisectionists will probably not be satisfied until animals are no longer killed.

In the face of what appears to be a basic and unnegotiable difference of opinion, one thing seems to be agreed upon, however: animals are going to have to be given higher priority at the University than they have in the past. For one thing, Minneapolis alderman Zollie Green estimates that there simply won't be as many stray dogs and cats in the near future, due to spaying and neutering. For another, animals are simply a very expensive commodity, especially imported animals. If only for that reason alone, researchers can not afford to be wasteful with animals' lives. □

PEOPLE

■ The 12th annual Distinguished Teaching Awards of the Minnesota Medical Foundation were presented Oct. 30 to Dr. A. B. Baker, Dr. Kenneth P. Manick, and Dr. Alexander Templeton of the faculty of the Medical School. Winners were selected by medical student poll. Each teacher received a certificate and a \$1,000 prize.

■ The Order of Civil Merit and the Dong Baeg Medal were recently awarded by the Republic of Korea to Robert John Keller, professor of higher education at the University of Minnesota. The Dong Baeg Medal is the highest award from the Republic to a foreign civilian other than a head of state. Since August 1971 Keller has been a consultant to the Korean Ministry of Education.

■ Dr. Franklin Pass, clinical associate professor of dermatology, has received a \$41,107 research grant from the National Cancer Institute to study human skin warts.

■ Josef L. Altholz, professor and associate chairman of history, was elected president of the Research Society for Victorian Periodicals at its meeting in Washington, D.C., last month.

■ Dr. Robert J. Pass, professor of health sciences, is president of three organizations: the American Academy of Neurological Surgery, the American Association of Neurological Surgeons, and the Minnesota Academy of Medicine.

■ The National Council of Teachers of English has just published *Literature by and about the American Indian: An Annotated Bibliography* by Anna Lee Stensland, a professor of English at the University of Minnesota-Duluth.

■ Prof. Manfred J. Meier, director of the University of Minnesota Neuropsychology Laboratory, was named president of the Minnesota Society of Neurological Sciences at the group's annual meeting last month.

■ Johannes Riedel, professor of music and American studies, has been informed that a book he co-authored with William J. Schafer has been nominated for a Pulitzer Prize. The book is *The Art of Ragtime, Form and Meaning of an Original Black American Art*.

■ H. Boyd Christensen, assistant professor of art at the University of Minnesota-Duluth, won the "best in show" award at the 40th annual Arrowhead Art Exhibit at UMD's Tweed Museum of Art.

■ Nathaniel I. Hart, professor of English at the University of Minnesota-Morris, has been invited to serve on the newly formed Literature Advisory Panel to the Minnesota State Arts Council.

REPORT

COMP
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A Publication for Faculty and Staff
of the University of Minnesota

December 1, 1973

Budget to Be Cut by \$1.4 Million

by Maureen Smith
Editor of Report

The season for budget cuts has come again. The University's budget will have to be cut by about \$1.4 million for 1974-75.

It isn't that the budget will be lower next year than this year. About \$2.8 million in salary increase money will be added to the total budget. Every department's budget "will go up unless there's something very unusual," Vice President Stanley Kegler said in an interview.

The \$1.4 million cut will be taken from the budget base. More than half of this amount is the result of a legislative mandate to cut the equivalent of 50 academic positions.

"It's very clear that we have to cut a minimum of \$768,000 out of academic moneys," Kegler said. This amount represents the average faculty salary multiplied by 50.

"We're hopeful that that's also the maximum that will be taken from the academic units," Kegler said. The intention is to take all the rest from the administrative and service units.

"That's going to be tough," Kegler said. "Last year we took massive cuts in the administrative and service units, especially the physical plant. We balanced the budget that way. We don't have much cushion there left to cut."

The \$768,000 will represent a cut of about 1.4 percent in the collegiate budgets. Kegler said the plan is to take cuts of about 6 percent in the vice presidents' offices and the president's office. "I can't say yet what the percentage will be in the administrative and service units," he said. "We haven't resolved that yet."

Besides the \$768,000 in mandated position cuts, the rest of the \$1.4 million will be cut to pay for such items as retirement benefits for newly eligible faculty members (\$180,000), non-reappropriation of departmental receipts (\$272,000), and miscellaneous unfunded budget commitments (\$168,608).

The \$1.4 million is lower than the \$2.2 million that had been announced earlier. Kegler explained that the change resulted from improved income estimates—income on investments and contract overhead. (Contract overhead is built into all research contracts and grants and is a reimbursement for a share of the indirect costs of the University, such as maintenance of the physical plant.)

"Our earlier estimates were pessimistic," Kegler said. The new estimate "assumes a very favorable market," he added, and administrators are a little bit uneasy about that.

Another problem with the new optimistic estimate is that it "leaves us no elbow room at all," Kegler said. "We're not going to have a central reserve. In the past we've sort of counted on having a little cushion for emergencies."

A major departure in budgeting is being tried this year on an experimental basis, Kegler said. Money for unfilled positions will remain in the departments instead of reverting to central administration.

"We're going to let the money stay in the department until the end of the year," Kegler said. At the end of the year, some percentage will go to central administration for a contingency reserve and the rest will stay in the colleges and the departments as "soft money for one-time use."

The idea is to decentralize management and give departments some incentive to save money. When unspent money was reverting to central administration, departments were more likely to spend money because they had it.

"We may save a few dollars this way," Kegler said, "and the dollars will be more directly available to departments." But he added that centrally "that's another cushion that's gone. For all practical purposes there will be no Regents' reserve."

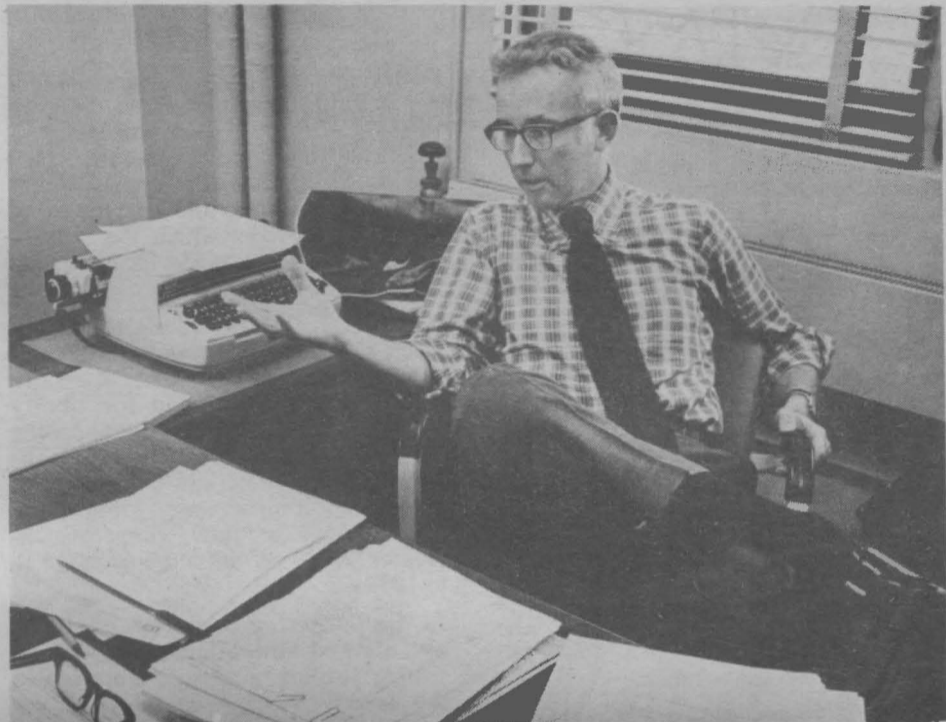
Budget cuts have been a way of life at the University for the past several years. In comparison with two years ago, this year's budgeting will not involve major reallocations. But Kegler said there will be "some minor reallocation."

For academic programs, he said, Vice President Harold Chase will set his targets for cuts of about \$1 million. This will cover the \$768,000 in mandated position cuts and will leave \$230,000 for redeployment.

In the administrative and service units, Kegler said, administrators hope they will be able to find enough money to take care of such items as an improved registration process in Admissions and Records and computer needs at Duluth.

Additional funding for any administrative or service unit will come from savings in other administrative and service budgets. The plan is to keep this budgeting relatively separate from the budgeting for academic units.

(Continued on page 4)



Frank Sorauf

Sorauf Plans 'Hard Look' at Liberal Arts Programs

by Judy Vick

University News Service Writer

At a time he describes as "somewhat of an educational crisis," Frank Sorauf has assumed the leadership of the University of Minnesota's largest college.

"I foresee changes we are going to have to make. We have to think about a future with stable resources," said the 45-year-old political science professor who succeeded E.W. Ziebarth as dean of the College of Liberal Arts last fall.

"We have to take a hard look at both the old and new programs," he said. He calls himself a traditionalist, but says this "doesn't mean I'm ready to dismiss all the new programs."

"But we've got to come to a realization that we can't do everything in this college—we have to make choices."

"I do have opinions, but I've never had a closed mind," he said. "My style is open and candid. People have never doubted where I stood on things."

Sorauf does believe that these new programs, and he included ethnic studies in the category, do have a place in the college, but they must be "intellectually rigorous and demanding," he said.

"They have their justification in student demand and because they deal with some problems in the larger society. I don't believe in the inflexibility of the European system but neither do I believe in going to the

other extreme of mindless relevance. Lusting after what is 'in' or 'with it' or 'now'—that is the worst kind of irrelevance."

"I think I've already sent out some shock waves from Johnston hall (where his office is located on the second floor)," Sorauf said.

One of those waves may have hit some people in the Twin Cities black community about a month ago when Sorauf reappointed academician George King to another three-year term as chairman of the Afro-American Studies department, despite voiced opposition from some Twin Cities blacks, who wanted a more community-oriented department.

"King has the unanimous support of his department and he has a record of leadership in academic directions," Sorauf explained. "However, we do not intend to ignore the commitments the University has made to the black community."

Decisive and sometimes outspoken in his actions as dean, Sorauf describes himself personally as a "private person."

A bachelor, he lives alone in a seven-room house at 3506 Edmund Blvd. in Minneapolis. His home includes a small grand piano, a large collection of classical music recordings, and an eclectic art collection, including several pieces of American Indian art.

"I have a compulsive sense of orderliness. I weed through my record collection and library regularly," he said.

"I'm in favor of the Ivory Tower,"

(Continued on page 6)

Library Book Funds Headed for Crisis

by Maureen Smith
Editor of Report

University Libraries are "headed for a crisis" in funding, says Ralph H. Hopp, director of libraries—and if current trends continue, "in a couple of years we're not going to be able to buy any books at all."

Faculty members and students "need to be alerted" to the financial crisis of the libraries, Hopp said in a telephone interview last month.

Budget cuts, inflation, and dollar devaluation have "combined to make the present budget critically inadequate," he said in a document called "Library Budget Needs."

One of the big problems, he said, is that the publishing industry has been experiencing an inflationary increase "that has been nearly disastrous for libraries." With the rising prices, a larger and larger percentage of the book budget is being spent on serials (periodicals and journals).

Nearly 50 percent of the book budget was spent on serials in 1972-73, he said, and it is estimated that the percentage will be even higher in 1973-74.

Serials expenditures in the libraries increased by \$36,631 from 1971-72 to 1972-73. "Even though some new subscriptions were added, the bulk of the increase was due to inflation," Hopp said. The average subscription price in 1973 is 22 percent higher than in 1972.

For the libraries on the Twin Cities campus, he said, 33 percent of the budget for serials would be "a good workable relationship." This percentage was achieved in 1970-71. To regain the 33 percent ratio in 1973-74, he said, the acquisitions budget would need an additional \$541,151.

If any money is to be available for buying books, he said, there will have

to be either increased funding or "a massive reduction in the purchase of serials."

Dollar devaluation has been another big part of the problem, he said. In 1971-72, 36 percent of the acquisitions budget went for foreign purchases. Since then, the annual dollar devaluation among the currencies of the countries from which the bulk of the purchases are made has averaged 10 percent.

Pressure on the book budget does not result simply from inflation and dollar devaluation. Another part of the story is the increased demand for library services and materials. "Perhaps the greatest demands made upon the library are for materials in support of new doctoral programs," Hopp said. The number of these programs increased from 88 in 1960-61 to 121 in 1971-72.

In the budget needs document, Hopp also showed how Minnesota's ranking among leading academic libraries in the nation has fallen. In 1953, he said, Minnesota ranked seventh both in size and in budget. In 1973 it had fallen to 11th in size and 12th in budget.

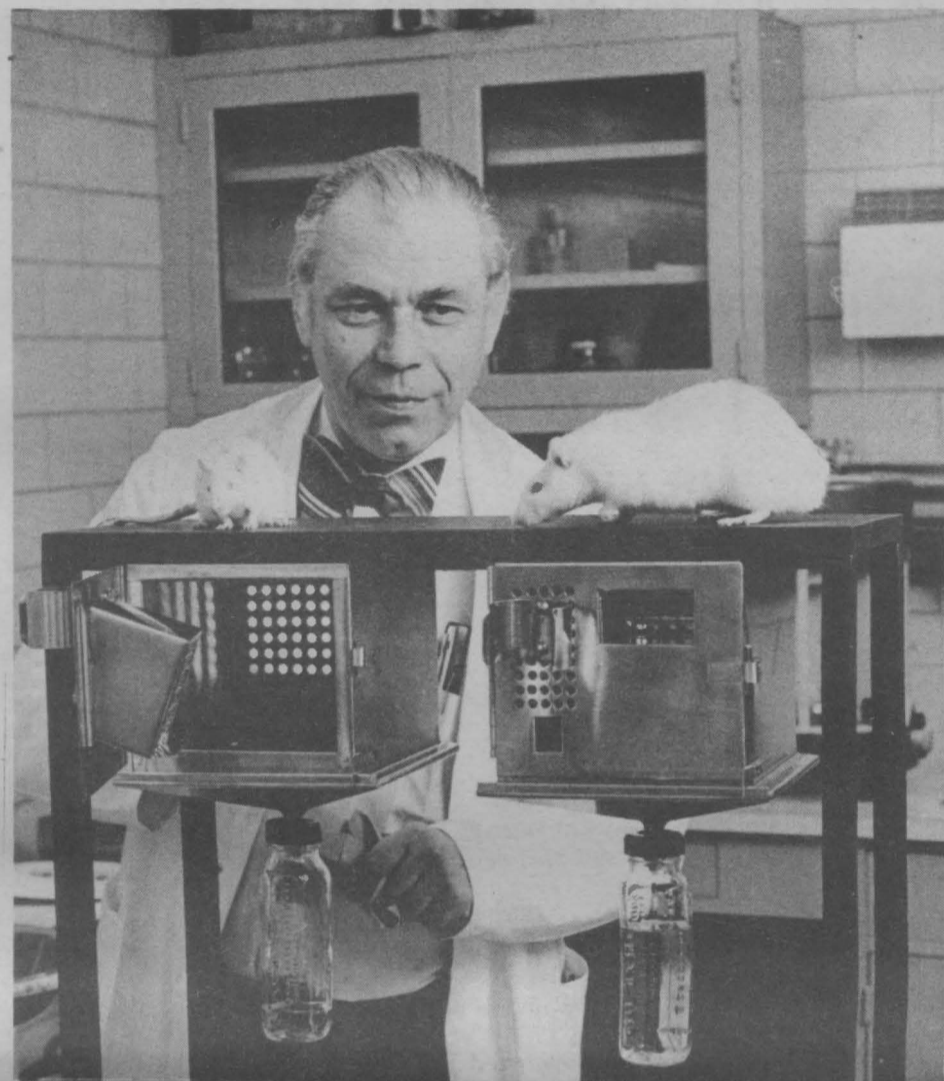
A recent national study by the American Council on Education showed the growth rate of volumes held by libraries in the Big Ten and the University of Chicago. The percentage increase in holdings from 1950-51 to 1968-69 was compared for the eleven schools. Minnesota was tenth out of eleven. Michigan State headed the list with a 220 percent increase. Minnesota's increase was 75 percent.

It is unlikely that Minnesota's ranking has improved since 1968-69, Hopp said. If anything, he said, Minnesota would be in "an even worse position" now.

In annual statistics, he said, Minnesota "falls about midway among the Big Ten and University of Chicago libraries in terms of size of collection, volumes added annually, size of staff, and various expenditures." But in comparisons of "library expenditures per student," he said, Minnesota is "generally at the bottom of the list."

Lloyd Smith, professor of entomology, fisheries, and wildlife and chairman of the Senate Library Committee, echoed Hopp's concern. "The situation is serious," he said. "We're falling behind in comparison to other institutions."

Many faculty members are unaware of the dimensions of the problem, Smith said. But those who are aware are "concerned about the fact that our acquisitions are falling behind." □



Dr. Arnold Lazarow: dramatic breakthrough for diabetic rats

'U' Researchers Encouraged by Diabetes Cure in Rats

by Bob Lee
University Health Sciences Writer

University of Minnesota medical researchers are both optimistic and cautious about a laboratory breakthrough in diabetes treatment.

They are optimistic because years of painstaking step-by-step investigations have resulted in dramatic cures with diabetic rats, and cautious because the successful laboratory techniques remain to be evaluated in humans.

Professor Arnold Lazarow, head of the University's anatomy department and recipient of the American Diabetes Association's highest honor, the Bantin Medal, emphasized that human trials may be five years away.

Dr. Lazarow and his research team have successfully transplanted pancreas beta cells—some of which produce insulin—into diabetic rats.

When the transplants were done in highly inbred strains of rats, the diabetes disappeared within five days and the rats remained symptom-free for more than a year.

However, when the transplants were carried out in non-inbred rats the animals were cured for only 10 days. Diabetes recurred because the transplanted cells were destroyed by an immunologic reaction.

Recent studies at the University and in Colorado have demonstrated that some animal tissues are not rejected by the host if the donor transplant is grown in a laboratory culture medium for more than 10 days prior to transplantation.

Lazarow's associates have spent the last five years examining the factors that influence pancreatic cell division. They have found that when fetal rat pancreas cells are grown in a laboratory culture medium there is a significant increase in the number of insulin-producing beta cells.

By adapting the methods used in their rat studies to the preparation of human fetal beta cells and by decreasing the cells' ability to reject, Lazarow's group seeks to prevent the serious complications of diabetes.

"Blindness and fatal kidney disease occur all too frequently despite the use of insulin, special diet and/or the oral blood sugar lowering agents," Dr. Lazarow said.

He estimated that less than 1/100 of an ounce of transplanted beta cells should provide enough insulin to control the symptoms and hopefully the complications in an adult diabetic. More than 4.2 million Americans are known to be affected by diabetes and it may be undiagnosed in another six million.

Dr. Lazarow's research team includes Dr. Orion Hegre, assistant professor of anatomy; Dr. Robert Leonard, research fellow in anatomy; Dr. Robert McEvoy, resident in pediatrics, and Vesta Bachelder, assistant scientist.

When they're ready to do the first human trial, Dr. Lazarow proposes setting up a nationwide study with a five-to-ten-year follow-up to determine if the transplanted beta cells can actually prevent the disease's serious complications. □

REPORT

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Photographer Tom Foley

White Dwarfs and Black Holes: The Lives and Deaths of Stars

by Mike Finley

Associate Editor of *Report*

This is the story—a partial story—of three astronomers. Like the magi mentioned in legend, all three came from the east—Prof. Woolf from England, Prof. 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."

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.

"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, the 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.

Neville Woolf



Willem Luyten

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 its 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 knows that none of his proclamations have any effect on the physical laws of the universe, and are therefore not very significant.

Budget

(Continued from page 1)

Next year's budget will also include a tuition increase totalling about \$1.2 million, Kegler said. "I think people understand this. We've said it before." The increase will not be across the board but will come to about 4.5 or 5 percent on the average.

Beginning last month and continuing this month, central administrators have been in a series of discussions and presentations with provosts and deans about their budgets. "By late December," Kegler said, "we hope to have a preliminary feel for how the pieces all hang together."

In January and February, he said, further discussions will be held with the provosts and deans, and a salary distribution plan will be taken to the Senate Consultative Committee and the Council of Academic Officers.

"We should emerge somewhere in late February with a fairly balanced budget," Kegler said. That budget will go to the Regents for preliminary approval early in March. "By the time March rolls around, we should have all the pieces pretty well wrapped up."

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."

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!

Willem Luyten



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

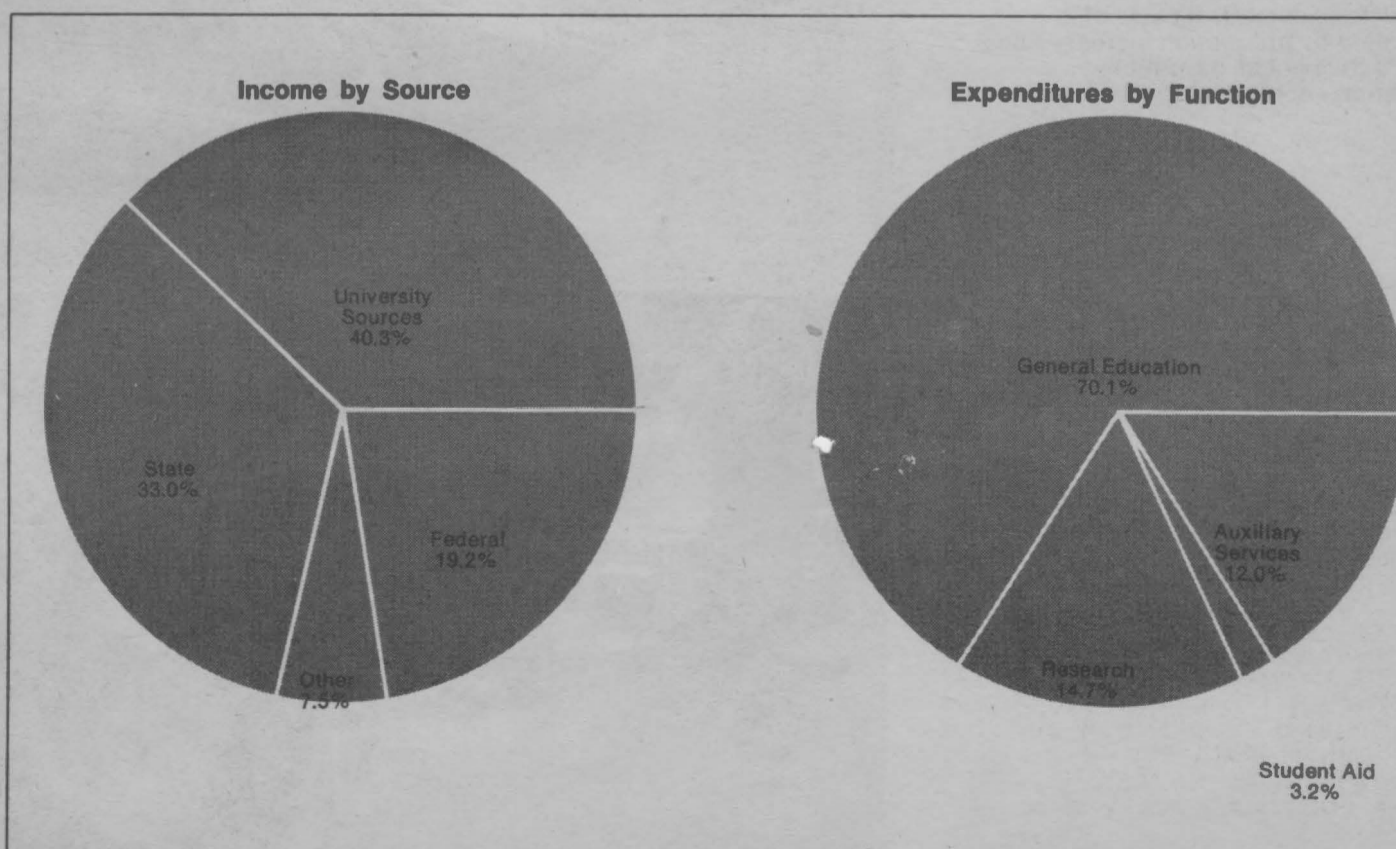
Shifts in relative percentages of support again occurred in the 1972-73 fiscal year. Perhaps most significantly, federal support returned to its 1970-71 level of 19.2 percent, a 1.3 percentage point increase. However, this was counterbalanced by a 1.3 percentage point decrease in state support, which 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.

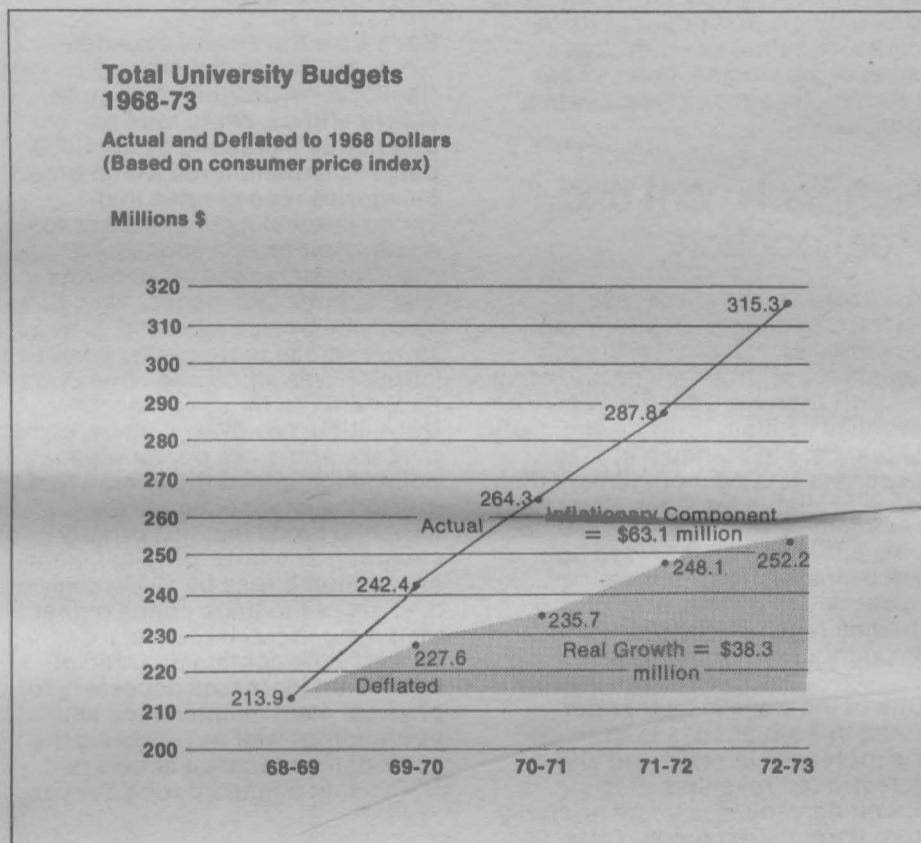
And because University programs are frequently highly specialized and unique, class sections usually cannot be combined. The maximum flexibility in this situation is in lower division instruction, where perhaps 20 sections of a fundamental course can be reduced to 16 to compensate for decreased income. 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 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
Revenues:				
EDUCATIONAL AND GENERAL:				
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		6,858,105	6,858,105	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
TOTAL EDUCATIONAL & GENERAL	\$ 128,318,844	\$ 135,807,663	\$ 264,126,507	\$ 241,370,673
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
Total Revenues	\$ 169,173,349	\$ 146,115,327	\$ 315,288,676	\$ 287,847,857
Expenditures:				
EDUCATIONAL AND GENERAL:				
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
TOTAL EDUCATIONAL & GENERAL	\$ 129,184,820	\$ 130,801,841	\$ 259,986,661	\$ 228,501,184
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
Total Expenditures	\$ 166,564,168	\$ 139,979,772	\$ 306,543,940	\$ 271,636,003
Transfers, Increases (Decreases) in Obligations and other Adjustments	\$ 2,608,181	\$ 6,135,555	\$ 8,744,736	\$ 16,211,854

Karlis Kaufmanis

"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.

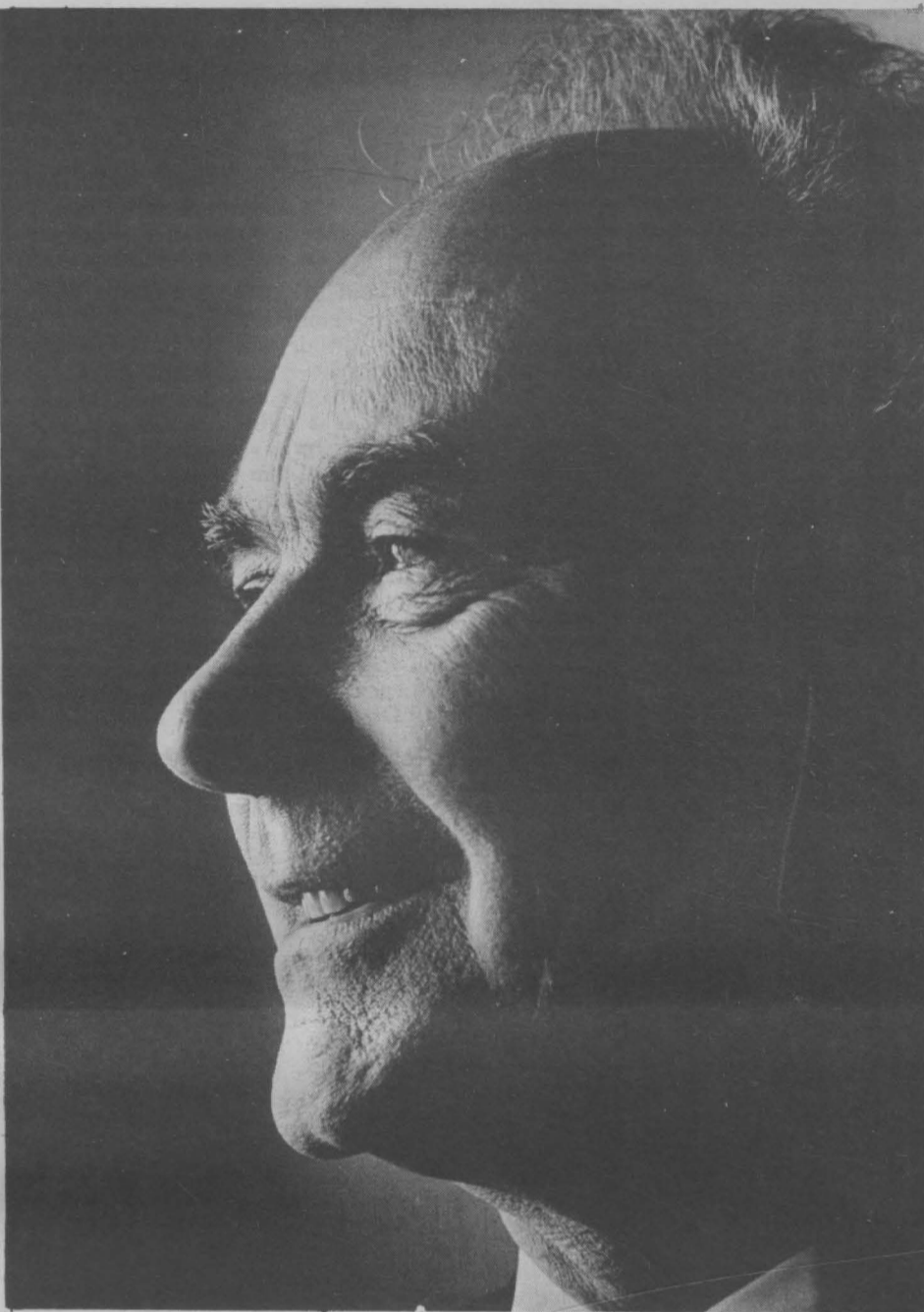
Besides teaching, Kaufmanis has taken it upon himself to bring a bit of astronomy to people outside the classrooms, outside the University itself, with his talks on different topics which ultimately involve astronomy.

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



Karlis Kaufmanis

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.

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." □

Dying Patients Need to Talk About Living and Dying

by Maureen Smith
Editor of Report

Dying wouldn't be so lonely if doctors and nurses, clergymen and families would listen to what dying patients want to say to them about dying and living, Dr. Elisabeth Kubler-Ross said in a recent speech at the University of Minnesota.

The Swiss-born physician and author of *On Death and Dying* told the audience in Coffman Union that Americans are so uncomfortable with death that they turn away from the dying and leave them isolated and alone.

Dr. Ross asked the audience: How would you feel if you were a nurse going in to take care of a woman you knew was dying? "Give me your gut level reactions," she insisted. "I wish I weren't on duty" and "I hope she doesn't die on me" were among the responses. Then how would you feel if you were that dying woman and the nurse felt that way about you? "Lonely," "isolated," and "angry" were the answers.

Sorauf

(Continued from page 1)

he said. "The life of the scholar does take some isolation and time for thought and reflection. I think the scholarly, academic life enabled me to bring some assets to this job—but the decreased amount of privacy I will have was one of the negative factors I considered before I accepted it."

Despite his preference for privacy and time to write (he's working on his fifth political science book), the new dean doesn't lead a hermit's existence.

He plays tennis regularly, participates in intramural softball leagues and is active in professional organizations—he's currently president of the Midwest Political Science Association.

"I enjoy music, I'm a season subscriber to the symphony and I enjoy it—even in a lousy auditorium like Northrop—and I do less theater-going, but I've seen almost everything at the Guthrie," he said.

Although his current schedule doesn't permit it, through the years Sorauf has been active in politics. "I may have voted for a few Republicans, but to the extent that I've been identified, it's always been with the Democrats," he said.

Why did he, or why does anyone, take on the particularly difficult task of University administration at a time of educational crisis?

"Someone's got to do it," Sorauf replied. "I believe strongly that senior people have responsibility to take on these responsibilities for the good of the enterprise . . . and at the persuasion of one's friends."

"I was also curious—and it was a good time for me to do it; I didn't have to burn any bridges. I'm still tenured as a professor in the political science department." □

People who are dying usually know it and need to talk about it, Dr. Ross said. But sometimes dying patients cannot communicate their fears in words. Children often draw pictures instead, she said. Again she put a question to the audience. What would you do if a dying little boy drew a violent picture showing his fear of death? "Get him to talk about the picture" was the first answer. "That's the right answer academically," Dr. Ross said, "but it will never work. If he had to draw a picture, he won't be able to talk."

"My gut reaction would be to give him a hug," said a man in the audience. "You'd be the best helper," said Dr. Ross.

Dr. Ross began her work with dying patients in 1965 when four theology students at the Chicago Theological Seminary asked her to help them with a research project on death as a crisis in human life. "We met for a while and decided that the best possible way we could study death was by asking terminally ill patients to be our teachers," she said in her book.

The problem then was to find the dying patients and overcome the resistance of doctors and nurses who did not want their patients interviewed. "It suddenly seemed that there were no dying patients in this huge hospital," she said.

Both in the book and in her Coffman Union speech Dr. Ross told the story of the first dying patient she found. He was eager to talk and begged her to sit and hear him right then. But she wanted to share him with her students and made an appointment for the next day. The next day, he was too weak to speak. He whispered "Thank you for trying" and died less than an hour later. "It was our first and most painful lesson," she said in the book.

Another story she told her University of Minnesota audience was of a phone call she received just before Christmas last year. It was from a 13-year-old girl, the sister of a child who had died that year. "You have helped our brothers and sisters and our mothers and fathers but you haven't helped us," the girl said to Dr. Ross. She asked that Dr. Ross meet with some of the brothers and sisters of children who had died. Dr. Ross agreed that this was a good idea and suggested that they might meet the week after Christmas.

"You don't understand," the girl said. "Christmas is our problem." And so Dr. Ross met with the children the Saturday before Christmas. Some children talked openly about their grief

and loss. Others needed help. One girl wasn't talking at all, so Dr. Ross changed the subject and asked what she wanted for Christmas.

"I want a crying doll," she said. Why a crying doll? "So I can learn how to cry." But you don't seem like a little girl who would need help in learning how to cry, Dr. Ross said. "Whenever I start to cry, my mother starts to cry, and we both have to stop," the little girl said. "We never can cry together." Dr. Ross talked with the little girl's mother about the importance of crying with her daughter.

Another little girl drew a picture to show how much she wished her father would allow the grieving family to have a Christmas tree and other decorations in their home. When Dr. Ross talked with the father, he agreed.

Even young children often know when they are going to die, Dr. Ross said. She told of Jeffrey, three and a half years old, who said to his mother shortly before his death: "I know I am going to go in the ambulance to the place where Beth Ann is." (Beth Ann had been a friend of his at the hospital before her own death.) His only request: "Make the siren loud so Beth Ann will know I'm coming."

Jeffrey's parents were not religious and had not given him any belief in life after death, but on his own he had imagined a life after death for himself. Dr. Ross said she believes it is impossible for anyone to imagine his own nonexistence.

When she was beginning her work with dying patients and looking for help, Dr. Ross noticed that something good always happened to the patients after a certain black cleaning woman had been in the room. She asked the woman what she did to the patients, but the woman became defensive and denied that she did anything.

After several weeks, the woman began to trust Dr. Ross and told about her life in the ghetto and all the suffering and tragedy she had seen. "Death is no stranger to me," she said. With this background, she was able to look at dying patients simply as frightened human beings, and she always went up to them and touched them and said something comforting.

"That woman taught me what the church had never been able to teach me," Dr. Ross said—that there is value in suffering. And much to the dismay of her colleagues with academic credentials, Dr. Ross hired the woman as her assistant.

Although she has become known as an expert on death and dying, Dr. Ross said she hopes her field does not become a specialty. If it did, she said, families could call in the experts and turn the dying patients over to them. Then when their own death came, it would come even more as a stranger and they would be even less prepared for it than most Americans are today. □

CAPSULE

■ Regent Fred Hughes resigned from the board last month, citing displeasure with the new activist role the board has taken. "In recent years there has been a gradual but relentless change in the function of the board, from one of policy formation to one of active operative control," he said. "As I view this role, it is a major factor in academic and administrative unease."

■ Hughes also said he was unhappy with the Regents' decision to terminate Malcolm Moos as president. "I disagreed very strongly, not alone with the decision to terminate, but as well with the manner in which it was achieved," he said. "He will not be easily replaced." The Regents had previously denied that Moos was fired.

■ The Regents' Ad Hoc Committee on Agriculture recommended last month that the chief administrative officer of the Institute of Agriculture receive a new title and an expanded role in central administration, and that the name of the Institute be changed.

■ Acting Vice President Harold Chase told a Regents' committee last month that the University may not be able to implement a new faculty consulting policy by Dec. 31. State law prohibits employers from changing working conditions while collective bargaining is being considered. A new consulting policy may be such a change. Chase added that the Regents should prepare a policy to indicate their "good faith" to the State Senate Rules Committee.

■ The University Senate approved an amendment to its constitution at a special meeting Nov. 7. Amendments to the constitution may now be approved by either two thirds of the voting members of the Senate or by a majority of the voting members at each of two consecutive meetings. The amendment now goes to the Regents for approval.

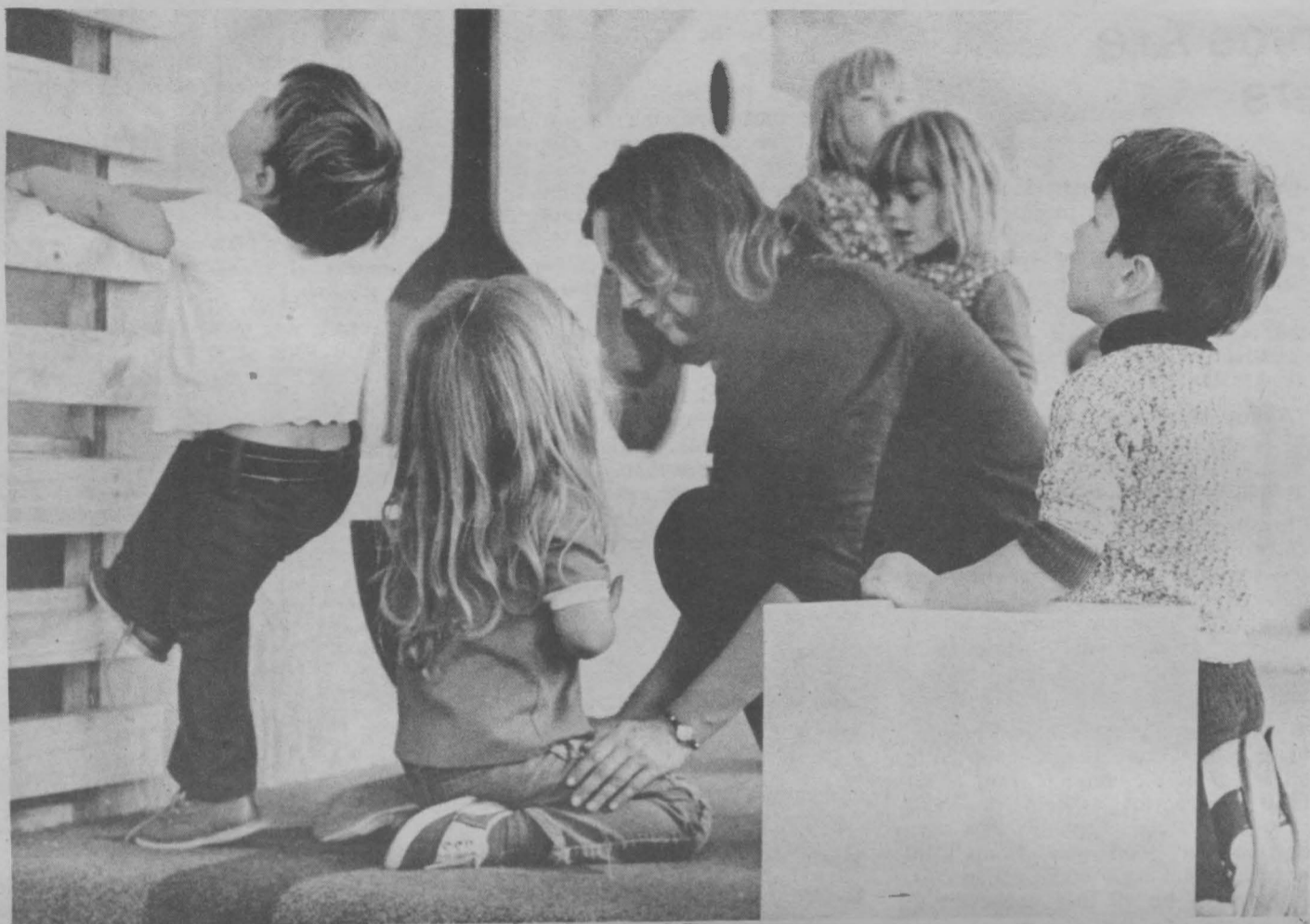
■ The Faculty Consultative Committee has issued a letter to the faculty inviting nominations for a new University president. Names and supporting material should be sent to Warren Ibele, chairman of the Advisory Subcommittee for Presidential Search.

■ The University of Minnesota-Duluth has launched a program to cut energy use by 20 percent. Temperatures in campus buildings will be reduced to 68 degrees. UMD will also purchase smaller cars in the future for the campus car pool.

■ The Regents have approved the appointment of George King as chairman of the Afro-American studies department for a second three-year term.

■ Steve Carter has resigned as president of the Minnesota Student Association, citing a campaign promise last spring that he would resign if less than 25 percent of the student body voted. The new president is Kathy Kelly, who had been vice president.

■ Deadline is Dec. 12 for applying for computer-matched car pools at the Twin Cities campus. Application cards are available around campus. Winter quarter is the last stage of a pilot project to see if the University's computerized program could be used by any agency or business whose employees wanted to car pool.



Children Learn, Play at Crookston's 'Place for Kids'

story and pictures by Gene Shannon

When doors open in the morning, children rush in with an eagerness and joy nearly forgotten by most grown-ups. The day often starts with youngsters scrambling up climbing bars and wiggling through tunnels in the "place for kids" at the University of Minnesota Technical College in Crookston.

Peter Clark, director of UMC's Children's Center, likes the phrase "place for kids" because, as he puts it, "it takes a lot of work to make it that way."

The center has been established as a preschool training facility for students in UMC's new Division of Home and

Family Services. The experienced professional staff of six is aided by about 20 student and parent volunteers and volunteers from the Retired Senior Volunteer Program sponsored by the Tri-Valley Opportunity Council.

It opened for the first time this September and now has about half its capacity of 60 youngsters.

Reactions from parents (and one grandmother) tell the story best.

"The kids love it, and that's the test," the grandmother said. "I've raised a family, and this looks good."

"It's not just a baby-sitting service," said a mother who has two children attending. "They're getting exercise, learning colors, new words. At first

they cried when I left them in the morning. Now I get a hug, a kiss, and they're running down the hall."

"The staff is great, not just degreed," commented the parents of a seven-month infant. "We get a daily written report, what he ate, how long he napped."

"They're learning new things—new songs, peanut butter on apples," a mother said. "Construction seems to be taking a long time and it's a little depressing to me, but it doesn't bother the kids."

"They've made ice cream and packed their own lunches for an outdoor walk," another mother said. "The staff people are really quick thinkers. The mixed ages are good."

Clark said the center is unique in Minnesota and the nation because it's open to children from six-week-old babies through five-year-olds. Centers usually take infants or toddlers or preschoolers, he said. Seldom do they take all.

Clark described the center as "experience oriented" and said it tries to meet the needs of "the total child." The children are allowed to be independent, with self-directed activity. But adults are always present to answer, comfort, lift, guard, and otherwise tend to the child's dependent needs.

Two components form the basic foundation for the center's operation: family groups and interest areas.

Six to eight children of mixed ages meet for about 30 minutes in the morning and 30 minutes in the afternoon with the same adults in what is called "family group." It is thought that this family kind of relationship gives children someone whom they can comfortably go to for help.

These twice-daily meetings—or once a day for part-time attenders—are also times when children experience planned or directed learning. One day, for example, the group might grow beans, or they might talk about color or what is "big" and what is "little."

Interest areas are fun activities for kids. There's a place to paint, if they want to paint, and a place to cook, if they want to cook. There's the big muscle area with its climbing bars and tunnels, the housekeeping and dramatic play area, sand and water play, table-top games, and 10,000 square feet of outdoor play area.

Usable space inside is about 3,000 square feet, much of it open, which is more than the 35 square feet per child required by state and federal licensing agencies.

The basic cost is about \$5 a day for one child. Full-day cost for two children is about \$7.50. Parents can meet about once a month with the center's staff and volunteers in order to see and better understand the facility. Clark emphasized that "this is not a training thing at all. We're not in the business of telling people how to raise kids." □



Few Schizophrenics Are Geniuses or Killers

by Bill Hafling

University Science Writer

"The man is obviously a 'paranoid schizophrenic' and had better be caught before he kills again," a television actress playing the role of a psychiatrist said on a nationally-broadcast TV thriller recently.

Plays, movies, and television programs scare the public over and over again with tales of "mad" killers. To make the story more realistic, such stories use the psychiatric jargon. The word "schizophrenic" is especially popular because it sounds scary and unreal in itself. A common misconception about schizophrenia is that it means split personality.

Popular mythology also contains many tales of "mad creative geniuses," reinforced by true accounts of such men as the Dutch painter, Vincent VanGogh, who cut off one of his own ears but whose paintings today are considered priceless.

Mad geniuses, artists, and killers may make titillating headlines and stories, but as schizophrenics or other so-called mentally ill people go, such persons are uncommon.

According to Irving I. Gottesman, professor of psychology and a behavioral geneticist, "most schizophrenics are not geniuses, generally no more creative than other people, nor are they any more dangerous."

Gottesman, who has personally interviewed more than 500 people diagnosed as schizophrenic, said "most schizophrenics are shy withdrawn people, who are, in general, not prone to acting out. If they are a danger, it is much more to themselves than to others."

"One of the mysteries of schizophrenia is that no more than 50 percent are shy or withdrawn before their first 'schizophrenic breakdown.' There is nothing unusual about the person before this time which would allow a prediction of future schizophrenia."

"There is a great deal of research going on today of a longitudinal nature (over long periods of time) which follows the life of those most 'at risk' genetically. Those most 'at risk' are those with close relatives who have been diagnosed as schizophrenic."

He said suicide is a common problem with people who have been diagnosed schizophrenic. Both the suicide statistics and possible motivations, however, are subjects of continuing research and debate.

"As far as the famous geniuses go," Gottesman said, "There were those who just happened to be geniuses and schizophrenic — perhaps around one percent of all geniuses. Furthermore, to act like a genius is, in a sense, to have deviant behavior, but the statement that 'genius is madness' (or vice versa) does not stand up to closer analysis of the facts."

One complaint about the word "schizophrenia" from mental patients, professionals, and critics of the mental health situation alike, is that the label is too easily applied to suspected cases.

Though Gottesman agrees that much mis-diagnosis takes place, he holds that nevertheless some people do indeed have a group of symptoms or behaviors which constitute a "disorder known as schizophrenia." He estimates the population rate for this disorder at about one to two people out of every 100.

"Almost all of these people will have to be hospitalized, if only for three weeks at a minimum, at some time in their lives," Gottesman said.

"Fresh admissions are the most difficult to diagnose. I would not want to try to diagnose schizophrenia very quickly, nor would I want to bet a lot of money on my diagnosis either. Diagnosis is essentially a sampling of personal history and current behavior and is always in terms of probability."

"People coming into a mental hospital for treatment have usually managed to attract a lot of attention from either law enforcement officers or those close to them. Usually they are deviating a good deal from local norms. In making a working diagnosis, it may not be all that important to be too precise at first."

"If you watch a person with schizophrenia long enough, he'll often pass through two or more of the various well-known subtypes sooner or later—simple, hebephrenic, catatonic and paranoid," he said. "Simple schizophrenia" is generally characterized by apathy, withdrawal and confused thinking, "hebephrenic" by inappropriate laughter and silliness, and "paranoid" by suspiciousness and feelings of persecution. Another form, "catatonic," is exhibited by those who remain mute or in a stupor for a long time, he said.

Another problem in diagnosis noted by Gottesman is that certain drugs, such as LSD and amphetamines, cause people to mimic the symptoms of schizophrenia. State hospital personnel report that they are still attempting to rehabilitate people who have experimented on themselves in recent years with various street drugs, particularly LSD.

Gottesman, as well as other professionals, observed that such self-experimentation is continuing. Hospital admissions as a result continue to increase, and "drug-induced psychoses" are not diminishing.

"Lab tests can tell us if a person has been taking anything, such as a drug," Gottesman said. "I'd want to rule out a toxic psychosis first. If there is no toxic effect, then the probabilities for such behavior change in favor of schizophrenia."

"Alcoholic hallucinosis, too, can mimic schizophrenia, particularly if the person is going through a 'drying out' period. I would not advocate locking that person up for treatment however," Gottesman added. "It'll go away by itself."

"I'd advise the prudent person, 'at risk' genetically as determined by looking at the incidence of schizo-

phrenia in the family, to avoid using street drugs."

Though the well-known psychiatric drugs, particularly the major tranquilizers, have made control of psychotic behavior less difficult, reducing the need for long-term hospitalization, Gottesman said "we haven't prevented any schizophrenia nor have we 'cured' any. This is an ideal. We have no basis for anything but complete humility when it comes to the treatment of schizophrenia and we're nowhere near a breakthrough."

Co-author with James Shields of the recently-published book *Schizophrenia and Genetics* (Academic Press, 1972), Gottesman hopes that a better understanding of hereditary factors in the disorder will lead to improved treatment and eventual prevention. □

EVENTS

Music

- Dec. 1-2—Football Marching Band concerts—Northrop Auditorium; Dec. 1—8 p.m.; Dec. 2—3 p.m.
- Dec. 2—Christmas concert, University Chamber Singers, Concert Choir, Minnesota Orchestra members, Scott Hall Auditorium, 8 p.m.
- Dec. 3—Men's and women's choruses, Scott Hall Auditorium, 8 p.m.
- Dec. 4—John McEnery, guitarist, Scott Hall Auditorium, 8 p.m.
- Dec. 4—UM-Duluth Orchestra, Kirby Student Center ballroom, 8:15 p.m.
- Dec. 7—Minnesota Orchestra, Stanislaw Skrowaczewski conducting Berlioz' *L'Enfance du Christ*, Northrop Auditorium, 8:30 p.m.
- Dec. 9—Christmas choral concert, Kirby Student Center, Duluth, 8:15 p.m.
- Dec. 18—UM-Crookston Christmas concert, UM Choir and Band, an evening performance.

Theater

- Dec. 1-2—*The Doctor in Spite of Himself*, Stoll Thrust Theatre, Rarig Center, call 373-2337 for times.
- Dec. 1-2—*Renaissance of Barabe Barnes*, Whiting Theatre, Rarig Center, call 373-2337 for times.

Films

- Dec. 2—*Movement, Cheetah, Pas de Deux, Wind*, Bell Museum of Natural History, 2:30 and 3:30 p.m.
- Dec. 2—*Red Psalm*, Edson Auditorium, Morris, 8:15 p.m.
- Dec. 4—*Babes in Toyland*, North Star Ballroom, St. Paul Student Center, 12 noon.

Art

- Nov. 26-Dec. 21—Dane Krugman, paintings & drawings; William R. Mayer, ceramics & glass; Cliff Morek, ceramics, Coffman Galleries.

- Nov. 12-Dec. 16—Danny Lyon, "Ten Years of Photographs," University Gallery, Northrop Auditorium

- November through December—Alfred Martin, sketches and paintings, Bell Museum of Natural History

Lectures

- Dec. 4—A. L. Basham, visiting professor from Australia, "Everyday Life in Ancient India," 710 Social Science Building, 3:15 p.m.

Sports—Home Games

- Dec. 1—BASKETBALL — Minnesota vs UC-Davis, Williams Arena, 8 p.m.; HOCKEY—Minnesota vs St. Louis U, Williams Arena, 2 p.m.; UM-Duluth vs UM-Morris, at Duluth, 7:30 p.m.; SWIMMING—Big Ten Relays, Cooke Hall, 1 p.m. (Diving, 10:30 and 11:30 a.m.)
- Dec. 4—BASKETBALL — Minnesota vs Furman U, Williams Arena, 8 p.m.; UM-Waseca vs Pillsbury, 7:30 p.m.; UM-Morris vs St. Thomas, 7:30 p.m.; WRESTLING—UM-Waseca vs Bethany, 6 p.m.
- Dec. 13—BASKETBALL—Minnesota vs Loyola, Williams Arena, 8 p.m.
- Dec. 14-15 — Basketball Tournament, UM-Duluth, Bemidji, Lakehead U, and Bethel, 6 p.m.
- Dec. 15—BASKETBALL—UM-Morris vs Augsburg, 7:30 p.m.; HOCKEY—UM-Twin Cities vs UM-Duluth, Williams Arena, 2 p.m.

PEOPLE

■ Two faculty members at the University of Minnesota-Duluth have been elected to state professional organizations. Robert Evans, associate professor of philosophy, is the new president of the Minnesota Philosophical Society. J. Clark Lauderger, associate professor and head of sociology/anthropology, is the new chairperson of Sociologists of Minnesota.

■ Gisela Konopka, professor of social work and director of the Center for Youth Development and Research, has received a \$316,670 grant from the Lilly Endowment, Inc., to conduct a nationwide study on adolescent girls.

■ Anne Truax, director of the Minnesota Women's Center, has been asked to join the advisory committee to the Project on the Status and Education of Women of the Association of American Colleges. The appointment was effective Oct. 1.

■ The Minnesota Historical Society has published *Ten Men of Minnesota and American Foreign Policy* by Barbara Stuhler, professor and associate director of the World Affairs Center in Continuing Education and Extension.

Faculty and staff members are invited to submit their own news items for "People" to Maureen Smith, S-68 Morrill Hall.

REPORT

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of the University of Minnesota

December 15, 1973

MPLS, MN 55406
3620 35TH AVE S
MRS MAXINE B CLAPP



Ethel Rasmussen (right) talks about the University at a block party.

Community Services: Questions Over Coffee

by Mike Finley

Associate Editor of Report

At ten o'clock, Ethel Rasmussen, a public relations worker, parked her car and took a quick inventory of the materials she had brought along with her. Coffee, cream, sugar, and a boxful of catalogs, newsletters, pamphlets and calendars.

Ethel Rasmussen is a typical public relations worker, in one sense. She knows her company well, she talks well, writes well, and she knows just what to say and how to say it.

In another sense, she is not at all typical. Her company is the University of Minnesota. Her job title is Community Services Coordinator, and her clients are the black, Indian, and Chicano communities in the Twin Cities. And her work isn't all on paper. It takes place in people's homes, usually at block parties, like this one for housewives in a St. Paul neighborhood.

Inside the house, the hostess greeted her and the two of them made preparations, plugging in the percolator and arranging the paperwork on the dining room table. Soon the doorbell was ringing and one by one the guests arrived, carrying their knitting or their grandchildren with them.

The first thing people talked about was children. A four-month-old baby boy circulated from lap to lap, while a slightly ignored young girl sat at the kitchen table scribbling on the information sheets.

Rasmussen knows better than to jump right in and start telling everyone about the University. She bides her time, pours herself a second cup, as the conversation ranges from the Model City program and the Housing Redevelopment Authority — neither of them the popular projects they were a few years before—to children, to job offerings, and finally to a more philosophical issue: what can the University do to better equip minority people to deal with complex urban institutions?

Rasmussen took her cue. "I have an idea," she said. "Why don't each of you write down on a piece of paper what you think the University could be doing to help you, to help the community in general?"

These were some of the responses:

- I. Awareness of the people's needs
- II. How to meet those needs
- III. Preparation for skills in all fields
- IV. Value of a wide range of contacts

"It could help individuals be more self-supporting. Also, render service in the community to bring about better living conditions. The University today, as some see it, is a city of its own. Some feel it is much too large, and

that smaller colleges are better for the average student."

1. Offer courses in teaching small children in Sunday School.
2. Offer non-credit courses for all citizens in understanding contracts, such as for home purchases, or HRA home rehabilitations."

Discussion followed each person's response, with Rasmussen explaining in each case what the University had in the way of classes, services, and how indirectly or directly different University projects were already working on the problems cited.

One woman wanted to know if residency requirements had changed since she last checked. It turned out that her daughter was probably eligible for resident tuition under recently revised requirements.

Rasmussen talked about the Tuition Assistance Program (T.A.P.) which was designed to help low-income people obtain a college education.

Other topics were the extension division and night courses, women's programs, summer session, and independent study. In each case, Rasmussen was careful to read through the material then and there rather than just give it to the women to take home.

"I know human nature enough to know that something else important might distract you. So let's just skim through this and get the general picture, OK?"

Rasmussen made a point of reading aloud a few paragraphs from a University publication relating to special extension classes for senior citizens. The women were especially interested in a writing program that was very successful, and a story that a group of senior citizens last winter were planning a sit-in at Morrill Hall to protest the University's postponing a favorite class on account of inclement weather.

One woman interrupted and said, "How come just white people know about these programs? Why not black people, Indians, and Mexican-Americans too? The only time I hear of these things in the paper, it's always too late. Isn't there some way we can find out about these programs in time?"

Another woman said, "Maybe we should just spread the word among ourselves. Pulpit announcements would reach a lot of people. So would the bulletin boards at the senior citizen centers."

Someone suggested that Rasmussen put out a newsletter to keep minority people in the Twin Cities informed of events, classes, registration, financial assistance programs.

(continued on page 7)

Budget Cuts Proposed for Academic Units

by Bill Huntzicker

University News Service Writer

Proposed budget cuts for the University's academic units were presented to the Council of Academic Officers late last month.

Harold W. Chase, acting vice president for academic administration, discussed his recommendations with the council Nov. 26. The deans and provosts will have until Dec. 21 to question the decisions of the administration and to propose changes.

The cut in academic teaching and research recommended by Chase was \$942,150. Of this, \$174,130 would be returned to those units that can show the proposed cuts to be too severe.

The remaining amount, \$768,020 or the equivalent of 50 average academic positions, was required to be cut from the base by the 1973 legislative appropriation.

In the health sciences, however, the 1973 Legislature recommended an increase of \$505,587 in the budget, some \$250,629 of which is to fund about 13 new academic positions.

David Preston, assistant vice president for the health sciences, said the increase was based on expanding enrollment in the Medical School and the schools of public health, nursing, dentistry, and pharmacy.

Preston said that supporting services and the administrative budget base in the health sciences would be cut consistent with overall University retrenchment, but the specific changes have not yet been determined.

Chase recommended dollar amounts to be trimmed from the academic budgets of the colleges, but will be unable to say what services will be affected until budgets are determined at the collegiate and departmental levels.

Under his recommendations, the College of Liberal Arts (CLA) would take the largest cut, losing \$230,000 or 1.6 percent of its budget base. CLA's \$14.5 million budget is 27.6 percent of the total \$52.7 million academic budget.

University College, the most experimental college which encourages students to take degrees that include courses from more than one of the other colleges, would lose one fourth of its budget base. Its \$222,800 budget base would be cut by \$55,900.

Only Summer Session with a budget base of \$48,800 and ROTC with a budget base of \$43,500 in secretarial and office expenses would receive no cuts at all in their bases, Chase said.

The budget base of the University of Minnesota-Duluth would be cut by \$55,000 or 1.1 percent; the Morris campus, \$70,000 or 3.8 percent; Crookston, \$10,000 or 1.9 percent; and Waseca, \$20,000 or 4.6 percent.

The College of Veterinary Medicine would lose 4.5 percent of its budget base with a cut of \$95,000, while the College of Agriculture would lose \$20,000 for a cut of 0.8 percent.

The budget base is the 1973-74 operating budget. The budget base is cut before the salary and supply and expense increases are added to make the 1974-75 budget. After the base is cut and the increases are added, the budget will actually increase for most of the colleges. □

Don't Blame Payroll for Late Checks

by Maureen Smith
Editor of Report

You're a new employee of the University, you've been waiting for your first check, and on payday it doesn't come.

Or you're expecting a salary increase and it doesn't show up on your check as quickly as you had hoped.

Who is at fault? Most likely it is not the ten women who work in Payroll.

Employees cannot be paid until the proper documents are submitted by their departments, explained Joyce Knops, assistant payroll supervisor. When the documents are received in time for the deadline, changes or additions are made to the payroll

Joyce Knops



In the foreground: Pat Sroder



sheets "if we stay half the night," she said.

"It all goes back to the departments," said Byron Smith, business office services manager. "We process everything we receive as fast as we can. We don't put any holds on anything."

The University's payroll system became the center of controversy in October when the University of Minnesota Federation of Teachers filed a grievance on behalf of seven graduate assistants who had not received their checks. As it turned out, the problem in each case could be traced back to the departments.

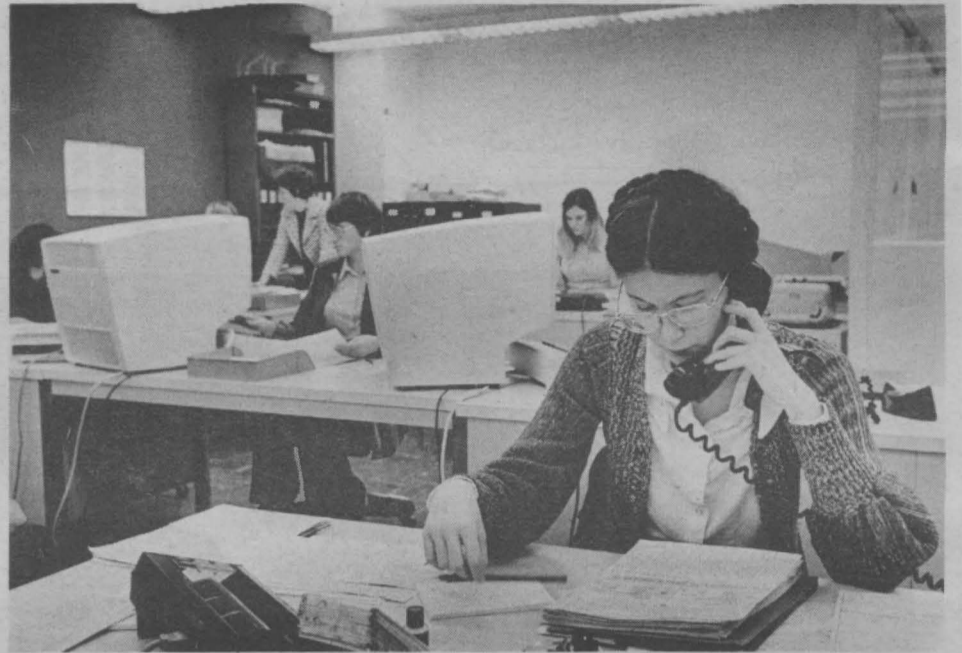
"We should be careful not to leave the impression that departments and colleges are slaphappy about payrolls. In the main they are not," said Neil McCracken, budget officer in the office of the vice president for academic administration.

But sometimes departments are slow about submitting the documents, McCracken said. "It seems to me that an appointment should be processed no later than the first day the employee walks on the job," he said.

Speedy processing of documents by the departments would help a lot, but it would not guarantee that employees would be paid on time. Another reason for delay is that the documents have to go through several administrative channels before they are finally sent to Payroll.

"What we would like to see is a plan where the documents don't have to go through so many hands," Knops said. "We think there could be a shortcut."

Smith said that administrators have discussed the possibility of bypassing some of the channels. "This is being



In the foreground: Geraldine Lander

considered at the moment," he said.

Most of the documents that come to Payroll are not for new employees but for some change in the status of present employees — a reclassification that means a salary increase, or a change from one source of funding to another.

For these documents, Knops said, the deadline is seven working days before payday. All documents received in time for the deadline are put on the computer.

After the deadline, Knops said, "we will only add the brand new people. We will add new employees up to a day and a half before payday. We think it is more important to pay the people who aren't getting anything."

Because they make such a big effort to process all documents on time, the employees in Payroll become annoyed when they are deluged with telephone calls complaining about delays that are not their fault. "It's amazing how many secretaries refer the employees to us," said Helen Pladsen, account clerk supervisor.

"It gets a little irritating when people call us," said Pat Echols, who works

on the miscellaneous payroll. "We don't pay people. The documents pay them. We can't do anything without authorization."

But Echols said she understands how people feel: "If I didn't get a check on payday, I'd be pretty upset."

The ten Payroll employees are responsible for four separate payrolls. Diane Schmitz, Karen Hall, and Geraldine Lander handle all documents for the regular payroll. Peggy Larsen, Pat Echols, and Pat Sroder take care of the miscellaneous payroll (for part-time student employees, plus overtime pay for regular employees).

Shirley Turbold is responsible for the daily report payroll (for about 700 construction workers, carpenters, and tradespeople). Wendy Possehl works on the biweekly payroll for University Hospitals. (Most of the work on this payroll is done by the hospital payroll department.)

Knops trains new employees, sets up schedules, and takes care of various administrative chores. Pladsen helps with the training of employees, takes care of some billing and reports, and is ready to answer questions about all payrolls.

Wanda Sands, who "oversees all of us" and performs a liaison role between Payroll and Data Processing, is currently on leave.

Checks for all employees on all campuses of the University are prepared in the Administrative Services Building on the Twin Cities campus. The day before payday, checks are sent by first class mail to Duluth, Morris, Crookston, Waseca, and other University locations. "They generally get there on time," Knops said. "Not always."

Through most of the year, unless special problems arise, Payroll employees are able to keep up with the documents during their regular working hours. But in June and July they often work 14-hour days.

"Every July 1 you're the same as starting over," Knops explained. "Unless you get a document in, you're not going to be paid." Documents are processed for all employees no matter how long it takes—and sometimes it takes until 11 p.m.

"Nobody can go home until the work is finished," Knops said. "It all

depends on what documents have come in that day. It isn't an every-night affair—it depends on the documents—but you can't plan your life."

"I don't think anyone looks forward to it," Pat Echols said about the heavy work load in June and July. "It's not a lot of fun, but it has to be done."

"We notice that we're really good friends then," said Pat Sroder. "We're with each other more than we're with our husbands. I don't think there are a lot of departments that are as close as we are." But she added that during June and July "you walk around and all you can see is documents."

At the end of July a few departments write notes or send treats to the Payroll staff, Helen Pladsen said. "Just a note is enough to boost your ego a little bit."

Another busy time for Payroll comes in September and October, with the processing of documents for new academic staff.

Now the crunch is over for another year, and some of the Payroll employees are planning to take some vacation time around the Christmas holiday. (They can't take time off during most of the summer vacation season, although a few vacations are possible in August.)

What would make them happiest would be if all departments would submit their payroll documents promptly. "If we can encourage the departments on that, we will have accomplished something," Smith said. "Payday or the payroll has to be important at all times, not just on payday. That's a poor time to start checking why a person didn't get paid." □



Children Help Solve Mysteries of Early Childhood Development

by Joan Lundberg

University Staff Writer

They are children doing what children do: observing, exploring, playing. For students and faculty members in the Institute of Child Development, they are also helping to explain some of the mysteries of early childhood development.

Established in 1925, the institute is one of the oldest centers in the United States devoted to the study of behavioral development in normal children.

"Research activities in the institute cover a wide range of projects that can be divided arbitrarily into four major groupings," said Willard Hartup, director of the institute. "These are studies of perceptual development, socialization and personality, learning and thinking, and language."

For example, one faculty member is examining the way babies' eyes scan visual forms, and how this scanning changes with age. Others are studying changes in children's responses to shapes and colors. Another faculty member is studying how memory develops and the factors influencing a child's ability to see another person's point of view.

Staff members are also learning how children learn, what motivates them, and how social behavior develops.

"Researchers at the institute ask both 'normative' and 'explanatory' kinds of questions," said Hartup. "Results of a normative study might say, 'Normal children of two years of age are capable of imitating another person's actions even though the model no longer displays them.' We also ask such questions as 'What events affect a child? How does punishment determine behavior? How does an interval between the action portion of a TV scenario and the film segment showing the consequences of the action affect the child?'"

Asst. Prof. W. Andrew Collins is studying questions such as these in determining how television influences the social judgment and social behavior of children from kindergarten through eighth grade. Prof. June Tapp is investigating the legal socialization of children and youth. Her project involves asking children such questions as 'What is a rule? Can rules be changed? Do you always get caught if you break a rule? Who can make rules?' Results of her study will help to show the developing legal and moral reasoning of young people, their attitudes toward rule systems and fairness, and their accommodation to such systems.

Research is important, in a major way, because its applications may be of benefit to a great many children. For example, Prof. Shirley Moore's work with children with low frustration tolerance is designed to produce training procedures for helping children cope better with frustration and failure. Hartup's study on aggression in children's peer group interactions

shows the different functions that aggression has among children of different ages. And Asst. Prof. Michael Maratsos' research on how children learn the structure and syntax of language may enable all children to communicate more effectively.

Although the institute is an active research unit, "We are heavily engaged in educating University undergraduate and graduate students," said Hartup. "Our undergraduate program in child psychology is the ninth largest in the College of Liberal Arts and among the largest in the College of Education."

Last year, more than 4,000 Liberal Arts and more than 800 Education students were enrolled in the Institute's child psychology courses. Students taking courses also came from the School of Nursing, the College of

(continued on page 6)

REPORT

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Editor Maureen Smith
Associate Editor Mike Finley
Photographer Tom Foley

PEOPLE

■ Dr. Mellor Holland, associate dean of the School of Dentistry, has been named professor of the year by the school's alumni group, the Century Club. Holland, a professor of oral surgery, has been associate dean for institutional and student affairs since 1971.

■ Joseph J. Kwiat, professor of humanities and English and American studies, has been serving as a member of the American Committee of the American Studies Research Centre in Hyderabad, India, where he has also lectured and acted as consultant. He has been informed that he has been elected to a lifetime honorary membership in the Centre.

■ Theodore P. Labuza, University of Minnesota food scientist, has been honored by the National Aeronautics and Space Administration (NASA) for a technical advance he made while working under a NASA contract. He has been involved for the last few years in food packaging for space flights.

■ Harold B. Allen, professor emeritus of English, received the David Russell Award for Distinguished Research Nov. 24 at the National Council of Teachers of English meeting in Philadelphia, Pa.



The Down's Syndrome Child: Fighting Low Expectations

by Mike Finley
Associate Editor of Report

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.

"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 re-

sistance 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 education. Without attention in both areas, says 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



CAPSULE

■ Kathryn Vander Kooi of Luverne has been named a Regent by Gov. Wendell Anderson. She replaces Fred Hughes, who resigned Nov. 9. Vander Kooi, who will represent the sixth congressional district, said she feels she can "bring to the board a rural-small town perspective on educational needs."

■ All of the Regents, including Vander Kooi, attended a retreat with administrators Nov. 28-29 to discuss resources and long-range planning. No actions were taken at the retreat. Any actions taken on the matters that were discussed will come at regular Regents' meetings.

■ Eleven University of Wisconsin Regents met in Minneapolis Nov. 23-24 with eight Minnesota Regents to discuss topics of mutual interest.

■ Kenneth Keller, professor of chemical engineering and materials science, has been appointed associate dean of the Graduate School effective Dec. 16.

■ Nan Weiner has been appointed compensation manager for the University by Roy Richardson, director of personnel. Her office is in 234 Morrill Hall, phone 373-4373.

■ The Duluth Campus Assembly approved a new reorganization plan at a special meeting Nov. 28. The plan creates two colleges, four schools, and three special offices to replace the four-division academic structure UMD has had since 1947.

Included in the reorganization structure would be College of Letters and Sciences and College of Education; Schools of Fine Arts, Business and Economics, Medicine, and Social Development; and an Allied Health Program.

The plan was approved on a 38-30 vote. Opponents argued that a plan approved last June would give greater balance to the campus. The June plan called for individual units for biological and physical sciences, mathematical sciences, social sciences, and humanities, all of which are included in Letters and Sciences in the new plan.

■ The UMD affiliate of MPIRG has asked the UMD administration to supply alternate sources of drinking water for dormitory residents. The group is concerned because of the asbestos problem with Lake Superior water. UMD has now placed water coolers with well water in the dorms, and the feasibility of filtering the water used for cooking is being explored.

■ New Regents Wenda Moore and Kathryn Vander Kooi and Board Secretary Duane Wilson visited the Crookston campus Dec. 6.

■ Some staff members (primarily in Minneapolis) received the latest issue of *Update*, a publication for alumni, parents, and donors. A computer programming error resulted in the inclusion of staff names along with others when address labels were run. Staff members do not normally receive this publication and may have noticed that some of the articles have also appeared in *Report*.

Child Development

(continued from page 3)

Home Economics, and the Graduate School, among others. "We have courses at all levels and an undergraduate honors program that requires research studies and the writing of theses by the students," said Hartup.

Volunteer and paid undergraduate researchers also work on faculty research projects. "When papers are written and presented at meetings, students are included and acknowledged," Hartup said.

"The graduate program has greater breadth than any comparable program in the country," said Hartup, "and the institute is a primary source of Ph.D. manpower in child psychology."

Last year, 11 Ph.D.s were awarded. "Fifty graduate students are enrolled now," said Hartup. "We are small because of tight admissions controls. We want the very best students because the training is very specialized. We accepted 12 or 14 graduate students this fall out of 250 to 300 applicants."

"Every member of the faculty teaches at both the undergraduate and graduate levels. Everyone teaches every quarter. Everyone is expected to be productive in research. Certain advantages come about because of this policy. First, it makes faculty members available to students on every level and in every college. Second, teaching enriches the research enterprise. It is necessary for research scholars who want to be productive."

Courses offered by the institute run a gamut as large as the faculty's research interests. Subjects dealt with include adolescent psychology, processes of socialization of children, personality development, children and youth in society, peer relations, parent-child relations, language development, perceptual development, and learning in children.

Just as undergraduate child psychology courses bring together students from different colleges of the University, so the graduate programs bring together faculty and graduate students from several departments.

The Center for Research in Human Learning stimulates and facilitates research in human learning. Participating students and staff are from the departments of educational psychology, psychology, and the institute. These three units also provide the interdepartmental program in school psychology.

The institute's concern with the child extends beyond the academic walls of the University as well. "Staff members of the institute act as consultants and assistants in developing community, city, and state programs for children," said Hartup. "For example, the institute conducted the programs that trained Head Start personnel when that program was initiated several years ago."

The institute's nursery school is also a community, as well as University,

resource. Its primary purpose is to serve as a laboratory for child study, for demonstrating nursery school practices, and for training teachers. Curricular innovations difficult to initiate elsewhere are tried in the nursery school. The school enrolls 90 children between three and five years old, and serves demonstration functions for large numbers of local professionals as well as large numbers of students.

Students with interests in early childhood development also gain experience in day care centers and nursery schools in the Twin Cities.

Providing services to the community is important, but it is also true that the community—teachers, day care workers, parents—can provide valuable information and feedback to the program, said Hartup. This fall, the Center for Early Education and Development was established, and this kind of community input is critical to its development.

"The center is an interdepartmental unit involving students and faculty from several departments and people from the community," said Shirley Moore, director of the center.

"Participating University faculty members come from child development, elementary education, special education, school psychology, physical education, and home economics education. Two instructors with community-based experience in programs for young children are also on the center staff."

Policy-making for the center is in the hands of a representative group of University and community individuals active in various phases of early childhood education.

"The advantages of a center like this are that it increases the academic offerings to students interested in early education, regardless of their college or majors. It increases the in-service training of the person working in community programs. It brings in experiences of the community day care and early education worker. It increases research in early education and development. And, it gets research results into the hands of teachers, community program workers, and parents. Dissemination of research in-

formation will be an important function of the center," said Moore.

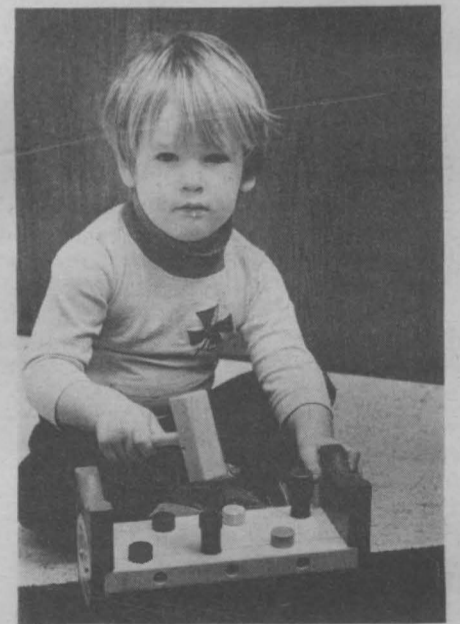
Examples of courses that might be offered by the center include trends in programs that provide care and education to the young, curriculum development, program management and administration, special problems of handicapped young children, and public policy in day care.

"Some community programs exist for minority and special children. The center can offer courses on how to work with them," said Moore.

More than half (51 percent) of the support for the Institute of Child Development comes from federal funds and another 45 percent from the state. Hartup expressed concern about the impact of recent cutbacks in federal funding.

"Although the state and the University have assumed some of the funding formerly provided to the institute by the federal government, the future financial support of graduate training remains problematical," said Hartup. "Research funds can be used to support graduate students, but research funding itself is difficult to anticipate."

"In spite of cutbacks and retrenchment, the faculty and student resources of the institute remain outstanding. The field of child psychology is a vigorous one—we must continue to support it," said Hartup. □



Caring Individuals Can Rock Bureaucratic Boats

by Bill Hafling

University Science Writer

Unless people who care about them enough to fight for their rights come forward, mentally and physically handicapped people, particularly children, will continue to get dealt out in the bureaucratic shuffle.

Speaking at a recent University of Minnesota conference on mental retardation, Betty Hubbard, special education consultant for the St. Paul Public Schools, said, "Those of us who work in the field of human services like to think of ourselves as deeply committed persons, and indeed most of us are.

"In the large tax-supported bureaucracies, however, the commitment may be to survival—to staying afloat in the sea of regulations that constrict and strangle," she said. "In the private agencies, the commitment may be to administrative convenience and personal comfort. This is often seen in eligibility requirements that narrow the clientele to the least bothersome, the easiest to work with."

Hubbard recalled challenging a camp director who had a rule which excluded profoundly deaf children from a program for hearing-impaired children. "He told me that the staff got very little satisfaction from working with deaf children and had asked that they be excluded," she said. "The fact that camping opened a whole new world to a group of tragically isolated children was not as important as staff satisfaction."

Classifications are often used as a means of excluding people from services. One researcher found that classroom teachers, for example, could always identify those "three or four youngsters whose behavior kept the teacher from succeeding with the rest of the children." When the "trouble-making children" were removed from the class however, the same teachers, in a short time, had another three or four spotted that "needed to be removed."

Other researchers have found that when a parent or other concerned adult came forward in the child's behalf, the child was often discovered not to be as troublesome as was first thought.

"While the Council for Exceptional Children espouses public education for all children, individual members in our own state carp about their unwillingness to serve 'sub-trainable children,' whatever they are," Hubbard said.

"The governor's signature was hardly dry on the mandatory trainable law

when educators and institution administrators were trying to define a whole new classification of 'ineligibles,'" she said. "It is taking a while to develop the skills and attitudes school people need to implement the 'zero reject' philosophy through quality basic skills training programs and well integrated support services—but it's coming!"

Nader's Raiders and Gardner's Common Cause "are gradually persuading the American people that such arrogant institutions as big business and big government can be called to account and made to change their ways," Hubbard said.

Consumerism, advocacy, class action suits, and right to treatment suits "are challenging the traditional legislative mentality that assigns a higher priority to highways and snowmobile trails than to human beings in state hospitals for the mentally retarded and the mentally ill," she said.

Committed professionals of all types, as well as concerned lay individuals, are badly needed because of their knowledge, skill, and power, she said.

People who are unable to adequately defend their rights need those who "will stubbornly resist administrative regulations that are designed for the comfort of the system rather than the welfare of the individual in need, who will insist that the professional organizations which represent them take an activist—even militant—stand in support of the right of mentally retarded and other handicapped people to the dignity of accomplishment, acceptance, and good health."

The conference was sponsored by the University's departments of conferences and continuing education in social work, the child development section of St. Paul Ramsey Hospital and the Minnesota Association for Retarded Children. □



Coffee Party

(continued from page 1)

"I'd like to get started on this right now," the hostess said. "I have a friend I'm going to call tonight. I'd like you to talk to her, Ethel. Do you have a card?"

Rasmussen pulled a short stack of carrying cards from her purse.

"Wait a minute, I might as well call her right now."

"What's your phone number, Ethel?"

Later, with the cups and saucers returned to the kitchen, the women and children returned to their homes, Rasmussen collected what remained of her stack of booklets and catalogs, thanked her hostess and piled everything back in the car.

"Some people who do a lot of speaking have a low whispery voice," she said, driving back to Minneapolis. "After a while you can't hear what they say, so you lose interest. Me, I don't have that problem."

Rasmussen said that the block party was pretty much like most of the get-togethers she arranges. The people she talks to most are parent-aged women,

although she does spend time with high school and college-age black people, some of whom, she said, don't always want to hear what she has to say.

"I get a lot of that stuff, kind of 'Man, you don't need whitey's education', like that. I think it bolsters their egos, to intimidate people. What I do then is to come along and say, 'OK man, if you want to fight then you better get something in your noggin so at least you have something to fight with!'"

"But that whole scene is based on confrontation. Sometimes by the time they quit calling me 'Aunt Jane' there isn't a lot left to say. You have to recognize this enormous hostility toward institutions in general, and in particular to predominantly white institutions like the U.

"Some people only listen if you can be as rough as they are, and believe me, some of these sessions get pretty rough. The trick is," Rasmussen said, "to walk with kings but not to lose the common touch."

Many of the difficulties of minority youths stem from peer group pressures, she said. One of her pet projects, as yet unfunded, is to establish a program to schedule dances, pow-wows, and other purely social activities for young people who want to go on to college, whether at the University or somewhere else. As Rasmussen explains it, young people with ambition and ability need more than just academic reinforcement to continue their progress. She hopes to get this project underway soon.

Back in her office, Ethel Rasmussen got a call from the hostess from the morning's get-together. The women were still excited about the University, and could she stop by tomorrow night after work for another session, this one more in-depth? Yes, she would be glad to. They worked out the details on the phone.

"It's like dropping a pebble in the water," Ethel Rasmussen said. "You make one little splash and the ripples go on and on." □



Ethel Rasmussen

Mentally Retarded Deserve Normal Life

by Elizabeth Petrangelo

University News Service Writer

Mentally retarded children should be able to celebrate the fourth of July on the fourth of July, not the fifth or the sixth when the institutional staff comes back from vacation.

They should be given the chance to grow up, go to school and leave home like normal children.

And, as they mature, they should be allowed to have relationships with members of the opposite sex, without benefit of legislation.

These views form part of a broad and relatively new concept in treatment for mentally retarded people—the concept of “normalization.” An outgrowth of the human dignity movement of the 1960s, the idea of normalization was the nucleus of a two-day conference held recently at the University of Minnesota.

Edward Skarnulis, director of residential services for the Eastern Nebraska Community Office of Retardation, gave this definition of normalization: “To let mentally retarded people obtain an existence as close to normal as possible.”

Normalization includes a return to the normal rhythm of the day. “Mentally retarded children should be able to get up in the morning and go to bed at night at the same times as normal children,” Skarnulis said. “A 14-year-old boy shouldn't have to go to bed at 8 o'clock just because he's retarded.”

The normal routine of life—growing up, going to school, leaving home—and normal rhythms of the year—celebrating holidays on the right days—are also central to the idea.

According to Skarnulis, mentally retarded people should also have the right to make their own decisions, to have normal economic standards and a normal social life. “They should be allowed relationships with people of the opposite sex, and yes, this sometimes means marriage,” he said.

The main thrust of the normalization idea is to keep mentally retarded children in the community if at all possible, rather than send them to old-style institutions. “The rest of us don't have to sleep, go to school, eat and go to church in the same building,” he said. “Why should mentally retarded people have to?”

Skarnulis described several possible alternatives to traditional institutionalization. “The smaller the living unit the better,” he said. Mentally retarded people should be able to choose between living with parents, finding placements in foster homes or living by themselves in apartments.

Skarnulis hopes to see traditional institutions for the mentally retarded phased out entirely in the future, and encourages letting mentally retarded people live where they want to and learn from their own mistakes.

“We set up all sorts of rules for mentally retarded people and they

have to measure up to our standards before we let them move into apartments of their own,” he said. “I think that's crazy and wrong. Let them prove to us what they can and can't do. When the mentally retarded person says to us ‘Bug off, I'll rattle your cage when I need you,’ let's do just that.”

Skarnulis also argued for the phasing out of the “special education” concept. “Our emphasis should be on getting the mentally retarded person into the mainstream of life, not on protecting him from his environment,” he said.

Sheila Swoverland, a nurse consultant with the child development section at St. Paul-Ramsey Hospital, gave several suggestions for helping the parents of a mentally retarded child raise their child at home.

“Parents of a mentally retarded child need a lot of guidance,” she said. “It's not enough to tell them ‘Treat your child normally.’ They need specifics.”

Mentally retarded children should be given all the experiences of normal children at the same rate, she said. Parents have to learn not to overprotect the child, not to compare him with others, to accept his rate of development and to avoid shielding him from society.

Much attention should be paid to the child's hygiene, so that he looks as normal as possible. If a mentally retarded child is clean, dressed neatly, has good dental hygiene and eats well, there is a good chance there will be no problem in enrolling him in a community school, she said.

Russell Goodman, family life development specialist for the State Department of Public Welfare, said attempts at legislating the sexual behavior of mentally retarded people are misguided.

“It gets difficult to tell who's the keeper and who's the keepee,” he said. “According to Masters and Johnson, 50 per cent of the normal people in America have serious sexual problems. What's really needed is good sex education for a lot of people, some of whom happen to be mentally retarded.”

Goodman cited as an example the case of a teenaged boy, a victim of Down's syndrome, who was diagnosed by a doctor as being “sexually overdeveloped.” What this meant, Goodman said, was that the boy had a normal set of male genitalia in functioning order.

“Sex is a basic theme of life,” he said, “and if we talk about normalization, we have to include sex.” He said it is possible that there may be “sheltered marriages” soon for mentally retarded people—marriages where the participants are so well educated that they “won't have the problems the rest of us do.”

The conference was sponsored jointly by the University's departments of conferences and continuing education and social work, the child development section at St. Paul-Ramsey Hospital and the Minnesota Association for Retarded Children. □

LETTERS

To the editor: In your November 15 issue, the one and a third page feature entitled “Animal Research Upsets Many, Troubles ‘U’ Administrators” has the overtones of an antivivisection propaganda piece. One cannot but wonder about what objective could have allowed you to use the “house organ” of the University to print prominently with a lead sentence calling the material “information”, a box under the title “A Grim View of Animal Study”, presenting the perverted account by the well-known antivivisection organization, United Action For Animals, Inc., of some studies conducted at the University of Minnesota.

The University of Minnesota is world renowned for the excellence of its biomedical research and one would imagine, quite naively it would now appear, that the house organ of the University would attempt to tell its real story instead of presenting the inaccuracies and innuendoes of impropriety that your account presents. For example, you quote a spokesman for our Office of Sponsored Programs as charging “three (researchers) were in basic violation of (USDA) standards.”

I have checked with the Dean of the Medical School, the Chairman of the Medical School Committee on the Animal Research Hospital, and the Supervisor of the latter, and none of them had ever been apprised of three “violations of (USDA) standards”, dealing with the burn studies which were mentioned in your piece. It would certainly appear that if there were in fact violations of USDA standards, the three persons I have named should have been notified immediately. Either the accuracy of your reporting or the procedures of the Office of Sponsored Programs are gravely at fault.

It would certainly appear that this institution deserves a more accurate portrayal of its biomedical teaching and research enterprise, involving the study of animals, in its own house organ than the one you have presented. In particular your reproduction of the so-called “information” from the antiscience organization, United Action For Animals, Inc., without criticism, or even an opportunity for the persons who conducted the research which was ridiculed, to tell what it was really about, appears to be unprincipled from a journalistic standpoint.

Maurice B. Visscher
Regents' Professor of Physiology,
Emeritus

Editor's note: The description under the headline “A Grim View of Animal Study” was published in a brochure which listed and described the methods and findings, in summary form, of different selected animal research projects at the major universities and research institutions in the United States.

The specific project in question was described in greater detail in the *Journal of Comparative Physiology and Psychology*, in November, 1972. The actual project, a student's doctoral

dissertation, took place in 1970 and 1971, before investigations by the All-University Animal Care Committee were initiated.

The three violations referred to by Sarah Katzmark were not of U.S.D.A. standards but of the policies of the All-University Animal Care Committee. Katzmark added that the three researchers, informed of the violations, cooperated immediately in conforming to the policy. The reporter of the article apologizes for any confusion this ambiguity may have caused.

EVENTS

Music

■ Two musical Christmas specials are scheduled for the last part of December. On Dec. 18, UMC-Crookston will present its annual Christmas concert featuring the UMC Choir and Band. On Dec. 15, 16, 22 and 23, the Minnesota Dance Theatre and the Minnesota Orchestra will combine for their annual presentation of the *Nutcracker Fantasy*, all at 3 p.m.

Film

■ Dec. 16—*Tales of Iwawatha, North American Indian—Treaties Made, Treaties Broken*, Bell Museum of Natural History, 2:30 and 3:30 p.m.
■ Dec. 23—*Civilizations of Ancient America, Overture Nyitany, Chairy Tale, Carp in a Marsh*, Bell Museum of Natural History, 2:30 and 3:30 p.m.
■ Dec. 30—*Dr. Breckenridge, a Minnesota Valley Saga*, Bell Museum of Natural History, 2:30 and 3:30 p.m.

Art

■ Through Dec. 21—Paintings and drawings by Dane Krugman, West Gallery, Coffman Union; Ceramics and glass by William Mayer, West Gallery, Coffman Union; Ceramics by Cliff Morek, Hall and South Gallery, Coffman Union.

Sports—Home Games

Hockey

■ Dec. 15—Minnesota vs UMD, Williams Arena, 2 p.m.
■ Dec. 28-29—UMD vs Denver U, Duluth Arena, 8 p.m.

Wrestling

■ Dec. 17—Minnesota vs River Falls State, Bierman Building, 7:30 p.m.
■ Dec. 18—Minnesota vs Southern Illinois U, Bierman Building, 7:30 p.m.

Basketball

■ Dec. 15—UMM vs Augsburg, Morris, 7:30 p.m.
■ Dec. 18—UMM vs Huron, Morris, 7:30 p.m.
■ Dec. 21-22—UMD vs Danish Nationals, Physical Education Building, Duluth, 7:30 p.m.