

THE UNIVERSITY OF MINNESOTA

# ALUMNI NEWS

MAY 1966

THE MINNESOTA ALUMNI ASSOCIATION

m

205 Coffman Union • University of Minnesota • Mpls. Minn. 55455

Alumni Survey

1966

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A booklet titled "How to Evaluate Group Hospitalization Today" will be sent to you—no cost or obligation. The booklet will prove helpful to you in analyzing your present hospitalization program. Write today for your copy. . . .



# ELECTION BALLOT

## THE MINNESOTA ALUMNI ASSOCIATION

The accompanying list of 10 candidates is hereby certified as correct. Each Association member will vote for no more than five (5) candidates.

Signed

Owen K. Hallberg '46BSAg '47MA  
Charles Judd Ringer '38-41

Waldo E. Hardell '26BSBus  
Edwin A. Willson '30BEE, *Chairman*

*Members Nominating Committee*

### BALLOT

- FRANCIS M. S. BODDY '30BBA '36MA '39PhD .....   
Minneapolis, Minnesota
- WALLACE L. BOSS '28BSBus .....   
St. Paul, Minnesota
- ROBERT W. JOHNSON '47LLB .....   
Anoka, Minnesota
- FLORENCE M. LEHMANN '23BA .....   
Minneapolis, Minnesota
- DR. JAMES C. MANKEY '43MB '43MD .....   
Minneapolis, Minnesota
- WILLIAM O. NILSEN '35MAEd .....   
Excelsior, Minnesota
- THOMAS M. SALMEN '41BA(UC) .....   
St. Paul, Minnesota
- HAROLD B. SHAPIRA '31BSPharChem .....   
St. Paul, Minnesota
- DR. MELVIN O. SLETTEN '35DDS .....   
Madison, Minnesota
- WILLIAM F. WHITE '49BAJourn .....   
Winona, Minnesota

Signature \_\_\_\_\_  
Address \_\_\_\_\_  
Graduation year or years attended \_\_\_\_\_

I certify that I am a member of the Minnesota Alumni Association and entitled to vote.

1. Place X opposite each person for whom you wish to vote. Do not vote for more than five (5) candidates or your ballot cannot be counted.

2. Sign ballot with full name, initial and address. Print same. However, it will be sufficient if name and return address are on the envelope containing the ballot. It is important that your name be legible.

3. Clip ballot and send to Executive Director, Minnesota Alumni Association, 205 Coffman Memorial Union, University of Minnesota, Minneapolis, Minnesota 55455.

For assured secrecy in submitting ballots, the mailing envelopes should be marked "Ballot" or enclosed within the mailing envelope in a separate envelope so marked. All envelopes so marked will be opened only by the election tellers.

4. Ballot must be in the office of the Executive Director by May 27 in order to be counted.



CLIP AND MAIL TODAY

## Monday morning



he attended a meeting with a dozen or so of his company associates. They discussed the expanded role of Social Security and Veterans' benefits in planning an individual's future resources. Looking around the room, he guessed the men averaged sixteen or seventeen thousand dollars a year. A good group, he thought.

## Tuesday



he lunched with a trust officer from one of the local banks. It was business, but pleasant. They had to iron out the effects of the gift tax aspects of a new trust fund set up for the son of a common client. When it was over he thought he'd broadened his knowledge a bit . . . and perhaps the banker's as well.

## Wednesday



called for careful preparation. It was the day of his presentation to the trustees of the biggest hospital in the state. They had been intrigued by his initial ideas concerning tax-sheltered annuities for their employees. And they wanted a detailed recommendation. They got it.

## Thursday



he presented a check for \$32,160 to a widow with four youngsters.

## Friday



was tiring, but satisfying. He saw four prospects in the morning, delivered a committee report on a proposed Arts Festival at a Chamber of Commerce luncheon, spent the balance of the afternoon with a doctor-client, working up a personal pension plan and wound up the day at a fathers-sons Boy Scout banquet. *It had been a good week, a more or less typical week, in a career he enjoyed.*

Who was he? Oh, just a life insurance salesman. A Phoenix Mutual Life insurance salesman. You could do what he does, meet the people he meets, make his kind of money. Or could you? There's a way to find out, and in confidence. You start by writing Gordon Harper, CLU, 501 American Row, Hartford, Conn. 06115



**PHOENIX MUTUAL** LIFE INSURANCE COMPANY

OF HARTFORD, CONNECTICUT

Continuing the Minnesota Alumni Weekly which was established in 1901, the Minnesota Alumni Voice and the Gopher Grad. Published monthly from September through June by the Minnesota Alumni Association, 205 Coffman Union, University of Minnesota, Minneapolis, 55455. Member of the American Alumni Council.

THE UNIVERSITY OF MINNESOTA  
 FOUNDED IN THE FAITH THAT MEN ARE ENNOBLED  
 BY UNDERSTANDING DEDICATED TO THE ADVANCEMENT  
 OF LEARNING AND THE SEARCH FOR TRUTH  
 DEVOTED TO THE INSTRUCTION OF YOUTH  
 AND THE WELFARE OF THE STATE

THE MINNESOTA ALUMNI ASSOCIATION

Edwin L. Haislet '31BSEd '33MA '37EdD	Executive Director
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Honorary Life Association Members

Dr. J. L. Morrill, President Emeritus of the University; William T. Middlebrook, Vice President Emeritus of the University; O. Meredith Wilson, President of the University; Gerald T. Mullin, President, Minneapolis Gas Company.

MAY, 1966

# THE UNIVERSITY OF MINNESOTA ALUMNI NEWS

(Our 66th Year)

MAY 1966

Vol. 65 No. 9

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Joseph H. Davidson '56BA.....Editor  
 Edwin L. Haislet '31BSEd '33MA '37EdD.....Managing Editor

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# MEMO

From  
ED HAISLET  
Executive Director

TO: Association Members  
SUBJECT: Lifetime Membership

Membership in the Minnesota Alumni Association is now over 24,000 strong. The almost continual change in the roster of annual membership makes it most unrealistic to publish such a list, as desirable as it might be. However, in this issue you will find a roster of the 2,400 Lifetime Members. While there is no difference in benefits to annual or life members, it is true that only real sustaining support resides with the lifetime members.

Life membership in the Association is 10%. This is a surprisingly small percentage when one realizes that for the first forty-four years of the Association's existence (1904-1948) the only type of membership available was the life membership. Alumni Associations which have built their membership around the life membership are:

UCLA	14,900 total members	14,060 life members
Univ. of California	50,133 total members	44,630 life members
Penn State	25,974 total members	9,500 life members
Univ. of Kansas	19,002 total members	7,321 life members
Stanford	25,974 total members	5,500 life members

As regards life members, it would seem that our Association has some catching up to do. From 1904-1915 the life membership fee was \$10. In 1907 it was raised to \$15 and in 1916 to \$15 for all who had been out of college less than five years, and \$20 for those out more than five years. In 1923 membership went to \$50 and for the first time included a lifetime subscription to the Alumni magazine. Before 1923 subscription to the alumni magazine was separate from life membership.

When the Minnesota Alumni Association was organized in 1948, annual membership was introduced for the first time at \$3 per year including subscription to the alumni magazine. Life membership was continued at \$50. A husband-wife membership was authorized in 1949 at a fee of \$4.

Ever since 1951, an actuarial study has been made each five to six years in order to determine the life membership fee necessary to fund a lifetime membership, including life subscription. All life membership fees go into a permanent life endowment fund for the above purpose.

On the basis of the first actuarial study made in 1951, the life membership fee was raised to \$65 and annual membership to \$4. In 1958, again on the basis of the actuarial study the life membership fee was raised to \$75 with annual membership going to \$5. In order to make membership more attractive to recent graduates, a special graduated fee plan was introduced for graduates out of college five years or less. The life membership fee was raised to \$100 in 1961.

Such is the history of membership and membership fees of the Association since 1904.

Membership in the Association is the only real way alumni can give continuing support to their Alma Mater. The membership elects its own Board of Directors, and delegates to it the job of formulating both policy and program best suited to support the University where needed. The only purpose of the Association is and has been to support the University's program of teaching, research and service. However, there are some direct membership benefits such as: Combined membership — so that you are a member of both your college association (except Law) as well as the Minnesota Alumni Association; Ten Issues of the Alumni News — present articles in depth about the University, pictures and news of the faculty, classmates and friends; Substantial Discounts on gift items handled

by the Alumni Office; Eligibility for the Association's group life insurance program — low premiums, no medical examination; Eligibility for membership in the Minnesota Alumni Club — located in the Sheraton-Ritz Hotel, Minneapolis

On the basis of the actuarial study just completed, Association President Ed Willson has appointed a committee to study the present membership structure and consider additional direct benefits that might accrue to members. Life membership does have one distinct advantage — it is a hedge against inflation which as of now is something to ponder. Scan the roster of lifetime members — your name should be there too.

Sincerely,

*Ed Hausler*



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If you are a member of the Minnesota Alumni Association this low cost Group Life Insurance is available to you. As little as seven cents a day will provide \$10,000 of life insurance protection if you are under age 25. If you are between the ages of 40 and 45, the same protection may be provided for as little as 20 cents a day. Find out about the MAA Group Life Insurance Program today. Write or phone inquiries to:

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Telephone: 335-4696

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**THE UNION CENTRAL LIFE INSURANCE COMPANY**

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the  
affluent  
alumnus  
1966





Cass and Birnbaum's *Comparative Guide to American Colleges—New and Enlarged Edition*, which purports to list every accredited four-year college in the United States, is an impressive 725-page volume containing more than 1,100 college and university listings. From Abilene Christian to Youngstown University, the book abounds with enrollment figures, admission requirements, academic environment, student body, religious orientation (if any), campus life and annual costs.

A cursory examination of the book, however, points up what to many might seem a rather startling omission. There is no reference made to the overwhelming mass of graduates and former students—that most important, if not only, enduring product of these 1,100-plus institutions—the alumni.

We are not speaking of a mere statistical listing of who and where our alumni are. This is, of course, important, but of little or no significance in itself. In its 115 years of existence the University of Minnesota has granted 184,000 degrees. Presently on the alumni list are the names of 115,000 living alumni and our alumni addressing list stands at about 110,000.

Rather, we are interested not only in *who* and *where* our alumni are, but also *what* they are. Is there, among the more than 24,000-member Alumni Association body, a "typical" alumnus? Are there certain characteristics that immediately distinguish him, set him apart from the non-alumnus? How much does he make, for what does he spend it, what are his political convictions, has he retained some or any ties with the University from which he was graduated one, two, twelve, twenty or fifty years ago?

Or is the "typical" alumnus really "atypical?" Does he belie John Donne's famous line, "No man is an island, entire of itself?"

With these and other like questions in mind, *The Alumni News* in February launched its third annual Alumni Survey to once again re-

view the character and composition of its audience.

Purpose of the Survey is twofold—to provide us with a working profile of the "average" alumnus of the University of Minnesota, and to help us define our audience to potential advertisers and other interested parties.

As in the past two years, the Survey questionnaire was two pages in length and entirely anonymous. Entirely objective, it contained 41 questions, covering a wide range of activities from biographical data, to occupation and income, business and pleasure travel, public service and community activities and outside interests.

Because of its length and comprehensive coverage of activities, the questionnaire required considerable time and effort on the part of the individual completing it.

Nevertheless, this year, to date, we have received well over 1,300 completed questionnaires, and they continue to come in, three months after being published, at the rate of five or six per week.

Tabulation of the results was based on 1,134 of them, or approximately 5 per cent of the total number of subscribers to the magazine who are also, of course, members of the Minnesota Alumni Association.

Admittedly, although these data are interesting and useful in and of themselves, they certainly are limited in scope. Any definitive study obviously would go far beyond income levels, personal possessions and buying habits. Too, projections from our relatively small cross section must also be considered less than exact, and little more than a good approximation. Even if every small distortion could be eliminated from the sampling data, there is no law that says the other 95% of our readers must be identical to the 5% on whose replies the profile is based.

Nevertheless, the picture the Survey paints of the "typical" University of Minnesota alumnus is an impressive one: he is a post-World War II graduate and hence relatively young, married, he is a professional or engaged in business

and industry in an administrative or operating executive capacity, is relatively well off financially with some form of savings, and travels extensively, both for business and pleasure.

Of the 1,134 respondents upon whose answers this survey is based, 908, or 80.1% were male and 226, or 19.9% were female. This ratio is almost identical with the 1964 and 1965 surveys when the ratios were 82% and 18%, and 80.0% and 20% respectively.

Of the total, 1,103, or 97.3% had received either graduate, undergraduate, or both degrees from the University while only 31 respondents were non-graduates—less than 3%. In addition, 355, or slightly more than 31% of the respondents continued their formal education at the University following graduation.

Slightly less than half—533, or 47%—live in Minnesota, which is a slight increase over last year when 44.6% of the respondents came from the University's home state. Another 601, or 53%, are scattered throughout the United States and abroad. The Survey drew replies from every state (and the District of Columbia) but Alaska and Maine, and five foreign countries—Viet Nam, Panama, Germany, Cameroun and Canada.

Next to Minnesota, California led in the balloting with 95, or 8.4%, calling it home. Illinois was next with 53, or 4.7% followed by Wisconsin, 3.3%, and Michigan, 2.5%. All other states had less than 2% MAA population.

Other significant facets of the Minnesota alumnus revealed by the completed questionnaires include:

- The college from whose alumni the largest number of completed questionnaires was received was the College of Liberal arts with 233, or 20.6% of the total. Following close behind was the Institute of Technology with 215 replies, or 18.9%. Six colleges showed returns of less than 1%: Medical Sciences, 7 for .6%; University College, 5 for .4%; Mortuary Science, 5 for .4%; Dental Hygiene, 1 for .1%; Social Work, 1 for .1%; and the University

*socially and politically gregarious, alumni gravitate to an endless number of jobs, interests*

of Minnesota Morris, 1 for .1%. Morris' first graduating class was in June 1964.

● More than half the total—55.5%—are post-World War II graduates. Of this total, 20% were graduated between 1961 and 1966, with 14.6% between 1956 and 1960. Only 33, or 3%, graduated prior to 1916.

● Largest age group responding was 41 to 45 with 146, or 12.9% of the total. This is up from last year when the largest single age grouping was from 26 to 30 with 10.9% of the 1965 total. That age group was second this year with 135 respondents, or 11.9%. Alumni from 20 to 50 accounted for 66.3% of the returns. Only 7 respondents, or .6%, were over 80.

● More than three-fourths of all respondents—77%—are married, as opposed to 18% single, 3.3% widowed, 1.5% divorced and one-half of 1% separated. Of those replying, 55.1% have two or more children—17.5% have three, 8.8% have four and 5.4% have more than four children.

● More than half the respondents—630, or 55.6%—currently are engaged in business and industry, most commonly as an operating executive. The professions account for 22% of the respondents—a drop from last year's 33.2%—but government employees showed an increase from 2.6% to 4.1%.

● In terms of income from salary and fees, 642, or 56.6% of all respondents earn between \$10,000 and \$49,999 annually. Only 1.5% earn less than \$3,000, while 3.1% earn in excess of \$50,000.

● Additional sources of income bring *total* family income up to a slightly higher level, with 64.6% reporting income from all sources in the \$10,000 to \$49,999 range. More than 4½% of the respondents reported family income in excess of \$50,000 annually, with one-half of 1% reporting incomes in excess of

\$100,000—two respondents each from the School of Business Administration and College of Liberal Arts and one each from the Institute of Technology and Law.

● Sixty-eight per cent own their own homes, an increase of 10% over last year, with the most common valuation between \$15,000 and \$19,999. Only 12.9%, however, own a summer/winter home, cabin or cottage with the most common valuation between \$5,000 and \$9,999. Once settled, they seem reluctant to move, as witnessed by the 257, or 22.5%, who have remained in the same location—generally a metropolis (32.2%) or big city (20.5%)—more than 25 years.

● In this increasingly mobile age, 1,113, or 98.1%, admit to owning at least one car—most likely a Chevrolet—with 53% owning two or more. The 1965 models are highest in popularity—20.4% drive them—followed by 1964 models, 16.5%, 1956 to 1960, 16.1%, and 1963 models, 15.1%. Slightly more than 7% of the cars reported are 1966 models.

● Life insurance is carried by 1,065 alumni, or 93.9%, an increase of 12% over last year. In addition, 833, or 73.5%, invest in stocks, bonds, real estate, mutual funds or a combination. Other savings and investments mentioned included collections (stamps, coins, antiques, and art), cattle, oil and gas wells, company profit sharing, contracts for deed, voluntary funds and a host of others.

**M**innesota alumni are on the move a great deal, both for business and pleasure, much of it by car. For business purposes, 41.3% indicated they travel up to five times yearly and 14.8% more than 15. Air travel takes precedence—48.3%—but travel by auto runs a close second—40.3%. An even 32% travel for pleasure twice a year—

up 8% over last year—with 11.3% going more than five times—up 1.2% over last year. Slightly less than 60% of all pleasure travel is by auto, with 29.6% going by air.

With one, two, four or more years of University behind them, alumni branch out into an endless number of jobs, but primarily those in business and industry. More than 16% become administrative executives and 20.1% become operating executives. The remainder end up in sales, 5.6%, non-management positions, 4.2%, and non-classified business and industry posts, 9.3%.

Thirty-three business and corporation presidents replied to the questionnaire, 13 of them alumni of the Institute of Technology and 10 from the School of Business Administration. The College of Liberal Arts contributed four, non-graduates accounted for two presidencies and Law, Mortuary Science, Pharmacy and the Graduate School, one each.

Four from the ministry responded—Education, two, and the College of Liberal Arts and the University of Minnesota, Duluth, one apiece—and four listed their profession as farming.

Those in supervisory positions totaled 582, or 51.3%. The majority of them—171, or 29.4%—supervise less than six people although eight alumni, 1.4%, are over more than 500. More than 32% have authority to purchase, 24, or 2.1%, more than \$1 million annually.

Despite career commitments, many Minnesota alumni are socially and politically gregarious. In reply to a question on political office, 173, or 15.3%, indicated that they had at one time held city, county, state or national elective or appointive posts, and 77, or 6.8%, indicated that they hold such an office at the present time. Not one to take his civic responsibilities lightly, one Institute of Technology

alumnus revealed that at the present time he was serving concurrent terms as president of the District Improvement Association, chairman of the Planning Association Advisory Committee, and as a member of an Adult Education Advisory Committee and the Board of Library Trustees.

In reply to a question on political affiliation, 58.9% listed Republican as opposed to 20% Democrat, 20.6% Independent, .3% "Other Party" and .3% no political preference. Of the 1,071, or 94.4% respondents who voted in the last national election, 628, or 55.5%, reported that they favored Barry Goldwater, as op-

posed to 42.2% who favored Lyndon B. Johnson.

For the 1968 election 678, or 65.1% of the respondents to the question indicated they favored the Republican candidate, whoever he might be, 23.7% will favor the Democrat, .2% favor a third candidate and 11% have adopted a "wait and see" attitude.

Only 14.8% of the respondents indicated they were active party workers, and only 31.7% indicated that they voted a straight party ticket. Most alumni respondents—52.4%—do not feel that their political, social and economic thinking has altered since their University

days, while 26.8% feel they have become more conservative and 20.8% feel they have become more liberal.

Reluctance to change also is apparent in alumni who responded to the question on religion. When asked if they had changed their religious affiliation since leaving the University, 77.3%, or 877, replied in the negative.

Community activities ran parallel with last year's replies, with professional and church activities ranking one-two, 20.1% and 18.3%, respectively. Third on the list of community activities in popularity is youth activities, attracting 10.1% participation on the part of alumni.

## the affluent alumnus—1966

RESPONDENTS			Year Graduated			6-10 years			11-15 years			16-20 years			21-25 years			Over 25 years			Retired/No Answer																			
College	No.	Percent	Rank	Before 1916																																				
Ag-F-HE	89	7.9%	5	33	3.0%	10	158	13.9%	122	10.8%	113	10.0%	59	5.2%	140	12.4%	150	13.2%																						
Business	141	12.4%	3	1916-1920	27	2.4%	12		11-15 years	122	10.8%	16-20 years	113	10.0%	21-25 years	59	5.2%	Over 25 years	140	12.4%	Retired/No Answer	150	13.2%																	
CLA	233	20.6%	1	1921-1925	75	6.6%	9		11-15 years	122	10.8%	16-20 years	113	10.0%	21-25 years	59	5.2%	Over 25 years	140	12.4%	Retired/No Answer	150	13.2%																	
Dentistry	33	2.9%	8	1926-1930	87	7.7%	7		11-15 years	122	10.8%	16-20 years	113	10.0%	21-25 years	59	5.2%	Over 25 years	140	12.4%	Retired/No Answer	150	13.2%																	
Dent. Hygiene	1	.1%	22	1931-1935	75	6.6%	8		11-15 years	122	10.8%	16-20 years	113	10.0%	21-25 years	59	5.2%	Over 25 years	140	12.4%	Retired/No Answer	150	13.2%																	
UMD	28	2.5%	10	1936-1940	88	7.8%	6		11-15 years	122	10.8%	16-20 years	113	10.0%	21-25 years	59	5.2%	Over 25 years	140	12.4%	Retired/No Answer	150	13.2%																	
Education	119	10.5%	4	1941-1945	88	7.8%	5		11-15 years	122	10.8%	16-20 years	113	10.0%	21-25 years	59	5.2%	Over 25 years	140	12.4%	Retired/No Answer	150	13.2%																	
Gen. College	16	1.4%	13	1946-1950	135	11.9%	3		11-15 years	122	10.8%	16-20 years	113	10.0%	21-25 years	59	5.2%	Over 25 years	140	12.4%	Retired/No Answer	150	13.2%																	
Grad School	46	4.1%	7	1951-1955	102	9.0%	4		11-15 years	122	10.8%	16-20 years	113	10.0%	21-25 years	59	5.2%	Over 25 years	140	12.4%	Retired/No Answer	150	13.2%																	
IT	215	18.9%	2	1956-1960	166	14.6%	2		11-15 years	122	10.8%	16-20 years	113	10.0%	21-25 years	59	5.2%	Over 25 years	140	12.4%	Retired/No Answer	150	13.2%																	
Law	23	2.0%	11	1961-1966	227	20.0%	1		11-15 years	122	10.8%	16-20 years	113	10.0%	21-25 years	59	5.2%	Over 25 years	140	12.4%	Retired/No Answer	150	13.2%																	
Medicine	78	6.8%	6	Non-Grad	31	2.7%	11		11-15 years	122	10.8%	16-20 years	113	10.0%	21-25 years	59	5.2%	Over 25 years	140	12.4%	Retired/No Answer	150	13.2%																	
Med. Science	7	.6%	17	No. of Children																																				
Morris	1	.1%	21	1	139	12.3%																																		
Mort. Science	5	.4%	18	2	265	23.4%																																		
Non-Grads	31	2.7%	9	3	198	17.5%																																		
Nursing	15	1.3%	14	4	100	8.8%																																		
Pharmacy	21	1.9%	12	More	61	5.4%																																		
Pub. Health	13	1.2%	15	Wife/husband																																				
Social Work	1	.1%	20	attended U	313	27.6%																																		
U. College	5	.4%	19	Children																																				
Vet. Med.	13	1.2%	6	attend/attended	160	14.1%																																		
																							OCCUPATION AND INCOME																	
																							Business and Industry																	
																							Administrative Executive			185	16.4%													
																							Operating Executive			228	20.1%													
																							Sales			63	5.6%													
																							Non-Management			48	4.2%													
																							Non-Classified			106	9.3%													
																										630														
																							Professions			250	22.0%													
																							Government			47	4.1%													
																							Homemaker			30	2.6%													
																							Student			24	2.1%													
																							Retired			12	1.1%													
																							Other/No Answer			141	12.5%													
																										1,134	100.0%													
																							Years With Present Employer																	
																							Less than 1 year			102	9.0%													
																							1-2 years			118	10.4%													
																							3-5 years			172	15.2%													

Pharmacy	6.3%	Education	1.0%	Mort. Science	25.0%
Pub. Health	20.0%	IT	1.0%	Non-Grad	15.4%
Ag-F-HE	27.7%	Law	4.4%	Nursing	7.7%
Business	13.6%	Medicine	6.0%	Pharmacy	22.2%
CLA	16.9%	Non-Grad	7.5%	U. College	50.0%
Dentistry	6.9%	Pharmacy	6.3%	Vet. Med.	7.7%
UMD	40.0%	Business	2.2%		
Education	34.6%	CLA	.5%		
Gen. College	38.5%	IT	.5%		
IT	14.3%	Law	4.4%		
Medicine	6.0%	Ag-F-HE	8.3%		
Med. Science	16.6%	CLA	2.4%		
Mort. Science	20.0%	Dentistry	3.2%		
Non-Grad	22.2%	UMD	8.0%		
Nursing	16.7%	Gen. College	15.4%		
Pharmacy	12.5%	Grad. School	4.3%		
Social Work	100.0%	IT	2.0%		
Vet. Med.	7.7%	Law	5.9%		
Ag-F-HE	19.8%	Mort. Science	25.0%		
Business	30.7%	Ag-F-HE	36.9%		
CLA	27.2%	Business	11.0%		
Dent. Hygiene	100.0%	CLA	26.1%		
UMD	28.0%	Dentistry	3.2%		
Education	30.8%	UMD	32.0%		
Gen. College	7.7%	Education	31.7%		
Grad. School	28.9%	Gen. College	53.8%		
IT	30.2%	Grad. School	23.9%		
Law	17.4%	IT	11.7%		
Medicine	3.0%	Medicine	7.7%		
Med. Science	16.6%	Med. Science	80.0%		
Mort. Science	40.0%	Morris	100.0%		
Non-Grad	22.2%	Non-Grad	19.3%		
Nursing	16.7%	Nursing	30.8%		
Pharmacy	31.3%	Pharmacy	11.1%		
U. College	75.0%	Pub. Health	50.0%		
Vet. Med.	30.8%	Social Work	100.0%		
Ag-F-HE	21.1%	Vet. Med.	7.7%		
Business	25.0%	Ag-F-HE	42.8%		
CLA	19.5%	Business	61.0%		
Dentistry	58.7%	CLA	46.5%		
Education	6.7%	Dentistry	71.1%		
Gen. College	7.7%	Dent. Hygiene	100.0%		
Grad. School	31.1%	UMD	60.0%		
IT	33.2%	Education	63.5%		
Law	34.8%	Gen. College	23.1%		
Medicine	28.4%	Grad. School	62.9%		
Mort. Science	20.0%	IT	61.0%		
Non-Grad	22.2%	Law	47.0%		
Nursing	8.3%	Medicine	24.6%		
Pharmacy	31.3%	Med. Science	20.0%		
U. College	25.0%	Mort. Science	50.0%		
Vet. Med.	53.8%	Non-Grad	53.9%		
Ag-F-HE	4.0%	Nursing	61.5%		
Business	15.7%	Pharmacy	66.7%		
CLA	13.8%	Pub. Health	40.0%		
Dentistry	17.3%	U. College	50.0%		
Education	1.0%	Vet. Med.	84.6%		
Gen. College	7.7%	Ag-F-HE	10.7%		
Grad. School	2.2%	Business	17.6%		
IT	17.3%	CLA	19.4%		
Law	21.8%	Dentistry	19.3%		
Medicine	50.7%	Education	3.8%		
Non-Grad	22.2%	Gen. College	7.7%		
Pharmacy	6.3%	Grad. School	8.9%		
Vet. Med.	7.7%	IT	19.8%		
Ag-F-HE	1.0%	Law	23.5%		
Business	6.4%	Medicine	57.0%		
CLA	4.1%				
Dentistry	3.4%				

Total Family Income		HOME, AUTO, INVESTMENTS	
Up to \$5,000		Own Home	771 68.0%
\$5,000 - \$9,999		Rent	298 26.3%
\$10,000 - \$14,999		Other/No Answer	65 5.7%
\$15,000 - \$24,999		House Value	
\$25,000 - \$49,999		Under \$10,000	10 1.3%
\$50,000 - \$74,999		\$10,000-\$14,999	41 5.3%
\$75,000 - \$99,999		\$15,000-\$19,999	149 19.3%
Over \$100,000		\$20,000-\$24,999	123 16.0%
		\$25,000-\$29,999	114 14.7%
		\$30,000-\$34,999	94 12.2%
		\$35,000-\$39,999	68 8.8%
		\$40,000-\$44,999	45 5.9%
		\$45,000-\$49,999	36 4.7%
		\$50,000-\$59,999	37 4.8%
		\$60,000-\$74,999	24 3.1%
		\$75,000-\$99,999	18 2.3%
		Over \$100,000	12 1.6%
		Summer Home, Cabin Or Cottage	146 12.9%

State	No.	Percent	Rank
Minnesota	533	47.0%	1
California	95	8.4%	2
Illinois	53	4.7%	3
Wisconsin	37	3.3%	4
Michigan	28	2.5%	5
New York	22	1.9%	6
Ohio	19	1.7%	7
Washington	19	1.7%	8
Virginia	19	1.7%	9
Iowa	18	1.6%	10
Massachusetts	15	1.3%	11
Maryland	14	1.2%	12
North Dakota	13	1.1%	13
Indiana	13	1.1%	14
Florida	12	1.1%	15
Texas	12	1.1%	16
Pennsylvania	12	1.1%	17
New Jersey	11	1.0%	18

All other states showed less than 1.0% Minnesota Alumni population

Farm	19	1.7%
Small Town	113	10.0%
Small City	211	18.6%
Medium City	192	17.0%

Big City	232	20.5%	\$10,000-\$19,999	46	4.1%	Plays, concert, ballet	161	14.2%	2
Metropolis	367	32.2%	\$20,000-\$29,999	20	1.8%	Photography	120	10.6%	3
<b>Years in Residence</b>			\$30,000-\$49,999	17	1.5%	Art	46	4.1%	8
Less than 1	96	8.5%	\$50,000-\$99,999	18	1.6%	Lectures, discussions	104	9.2%	4
1-2	112	9.9%	More	13	1.1%	Musical instrument	59	5.2%	7
3-5	178	15.7%				Write	37	3.3%	9
6-10	169	15.0%	Up to \$4,000	19	1.7%	Collect records	86	7.6%	5
11-15	119	10.5%	\$4,000-\$9,999	23	2.0%	Boating	84	7.4%	6
16-20	124	10.9%	\$10,000-\$19,999	37	3.3%	Other	7	.6%	11
21-25	69	6.1%	\$20,000-\$29,999	23	2.0%	<b>Sports Participation</b>			
More than 25	257	22.5%	\$30,000-\$49,999	42	3.7%	Golf	232	20.7%	1
No Answer	10	.9%	\$50,000-\$99,999	38	3.4%	Swimming	74	6.5%	3
<b>Own Car</b>			More	30	2.6%	Fishing	50	4.4%	7
<i>Own Car</i>	1,113	98.1%				Hunting	36	3.2%	8
1 car	512	45.1%	<b>MUTUAL FUNDS</b>	154	13.6%	Skiing	59	5.2%	4
2 cars	470	41.4%	Up to \$4,999	59	5.2%	Water skiing	12	1.1%	12
3 cars	84	7.4%	\$5,000-\$9,999	42	3.7%	Tennis	51	4.5%	6
4 cars	27	2.4%	\$10,000-\$19,999	25	2.2%	Skating	13	1.1%	11
5 cars	5	.9%	\$20,000-\$29,999	15	1.3%	Handball	7	.6%	13
More than 5 cars	5	.9%	\$30,000-\$49,999	6	.5%	Hiking	19	1.7%	9
No Answer	10	1.9%	\$50,000-\$74,999	3	.3%	Softball	16	1.4%	10
			\$75,000-\$99,999	6	.5%	Other	138	12.2%	2
<b>Make of Car</b>			More	6	.5%	<b>Sports Attendance</b>			
Chevrolet	249	20.1%				Football	719	63.4%	1
Ford	228	13.3%	<b>TRAVEL</b>			Baseball	490	43.2%	2
Oldsmobile	146	8.5%	Business - Frequency			Basketball	358	31.6%	3
Buick	145	8.4%	Up to 5 times	468	41.3%	Hockey	189	16.7%	4
Pontiac	121	7.0%	6-10 times	116	10.2%	Tennis	19	1.7%	9
Volkswagen	109	6.3%	11-15 times	75	6.6%	Track	38	3.4%	7
Rambler	73	4.2%	More	168	14.8%	Boxing	5	.4%	11
Plymouth	69	4.0%	Business - Mode			Swimming	11	1.0%	10
Dodge	64	3.7%	Auto	540	40.3%	Wrestling	24	2.1%	8
Cadillac	53	3.1%	Plane	648	48.3%	Golf	41	4.0%	5
Chrysler	44	2.6%	Rail	129	9.6%	<b>POLITICAL AFFILIATIONS</b>			
Mercury	40	2.3%	Bus	24	1.8%	Republican	668	58.9%	
Corvaire	35	2.0%	Pleasure - Frequency			Democrat	227	20.0%	
Falcon	35	2.0%	1 time per year	274	24.2%	Independent	234	20.6%	
Mustang	31	1.8%	2 times per year	363	32.0%	Other Party	2	.2%	
Valian	25	1.5%	3 times per year	138	12.2%	None	3	.3%	
Studebaker	21	1.2%	4 times per year	107	9.4%	<b>RELIGIOUS AFFILIATIONS</b>			
Lincoln	19	1.1%	5 times per year	48	4.2%	Lutheran	277	24.4%	
Comet	13	.8%	More	129	11.3%	Roman Catholic	178	15.7%	
Renault	12	.7%	Pleasure - Mode			Presbyterian	127	11.2%	
Mercedes	11	.6%	Auto	995	59.8%	Methodist	110	9.7%	
Thunderbird	11	.6%	Plane	493	29.6%	Congregational	83	7.3%	
Jeep	10	.6%	Rail	136	8.2%	Episcopalian	76	6.7%	
Other	56	3.6%	Bus	41	2.5%	Jewish	51	4.5%	
<b>Investments</b>			<b>VACATIONS</b>			Unitarian	23	2.0%	
Carry Life Insurance	1,065	93.9%	Where			Baptist	20	1.8%	
Stocks	600	52.9%	Home	284	17.2%	Church of Christ	14	1.2%	
Bonds	251	22.1%	West Central	355	21.5%	Covenant	4	.4%	
Real Estate	212	18.7%	Pacific States	176	10.6%	Evangelical			
Mutual Funds	310	27.3%	Southwest	93	5.6%	United Brethren	3	.3%	
			Southeast	128	7.7%	Universalist	3	.3%	
<b>AMOUNT OF LIFE INSURANCE</b>			Mid-Atlantic	84	5.1%	Dutch Reformed	2	.2%	
None	69	6.0%	East Central	98	5.9%	Christian Science	9	.8%	
Up to \$1,999	43	3.8%	Northeast	71	4.3%	Christian	3	.3%	
\$2,000-\$4,999	69	6.0%	Hawaii	31	1.9%	Christian Reformed	2	.2%	
\$5,000-\$9,999	83	7.3%	Europe	74	4.5%	Evangelical	2	.2%	
\$10,000-\$19,999	174	15.3%	Caribbean	53	3.2%	Freethinker	1	.1%	
\$20,000-\$29,999	138	12.2%	Orient	46	2.8%	Unitarian-Universalist	1	.1%	
\$30,000-\$49,999	214	18.9%	Canada	62	3.8%	Adventist	1	.1%	
\$50,000-\$99,999	231	20.4%	Alaska	6	.4%	American Baptist	1	.1%	
More	113	10.0%	Minnesota	18	1.1%	Divine Science	1	.1%	
			Mexico	29	1.8%	Evangelical Free	1	.1%	
<b>STOCKS</b>			Midwest	21	1.3%	Evangelical Covenant	1	.1%	
Up to \$4,000	194	17.1%	Other	24	1.3%	Mission Covenant	1	.1%	
\$4,000-\$9,999	87	7.8%	<b>When</b>			Quaker	1	.1%	
\$10,000-\$19,999	74	6.5%	Spring	223	14.5%	Menonite	1	.1%	
\$20,000-\$29,999	50	4.4%	Summer	712	46.4%	Anglo-Catholic	1	.1%	
\$30,000-\$49,999	61	5.4%	Fall	299	19.5%	Other	83	7.3%	
\$50,000-\$99,999	47	4.1%	Winter	300	19.6%	None	53	4.7%	
More	87	7.8%	<b>ACTIVITIES, SPORTS</b>						
			Activities	No.	Percent	Rank			
<b>BONDS</b>			Read	723	63.8%	1			
Up to \$4,000	106	9.3%	Paint, Sketch	16	1.4%	10			
\$4,000-\$9,999	31	2.7%							

## Opinion Poll . . .

# The Alumni Speak Out

Though almost 85% of the readers of the *Alumni News* feel they understand why this country is involved in Viet Nam and more than 61% feel we should remain there, 52.7% disagree with the present administration's policy on Viet Nam and 49.1% do *not* favor escalation of the war effort there.

These figures are brought out in the first *Alumni News* Opinion Poll. The questionnaire—dealing with a problem of national concern, one of state concern and a problem confronting higher education in general and the University of Minnesota in particular—appeared in the April issue of the *News*. Thus far, some 300 alumni have responded with their thoughts and opinions, and replies continue to come in as we go to press.

Though the sampling is admittedly small, nevertheless we feel it reflects the concern of our alumni with major issues of the day.

### NATIONAL — Viet NAM

#### 273 Respondents

1. Do you feel you understand why the U.S. is involved in Viet Nam?		
<b>YES</b>	<b>230</b>	<b>84.3%</b>
<b>NO</b>	<b>40</b>	<b>14.7%</b>
<b>NO OPINION/OTHER</b>	<b>3</b>	<b>1.0%</b>
2. Do you agree with President Johnson's policy on Viet Nam?		
<b>YES</b>	<b>121</b>	<b>44.3%</b>
<b>NO</b>	<b>144</b>	<b>52.7%</b>
<b>NO OPINION/OTHER</b>	<b>8</b>	<b>3.0%</b>
3. Do you feel we should stay in Viet Nam?		
<b>YES</b>	<b>167</b>	<b>61.2%</b>
<b>NO</b>	<b>93</b>	<b>34.0%</b>
<b>NO OPINION/OTHER</b>	<b>13</b>	<b>4.8%</b>
4. Do you feel we should escalate the war?		
<b>YES</b>	<b>116</b>	<b>42.5%</b>
<b>NO</b>	<b>136</b>	<b>49.1%</b>
<b>NO OPINION/OTHER</b>	<b>21</b>	<b>8.4%</b>

U.S. involvement in Viet Nam drew the most attention and comment. Underlying theme was most of the respondents' feeling that the U.S. is intervening in a civil or religious war.

"We have no right to impose our system by force on any other country. We should not take part in any 'Holy' war," wrote one respondent.

One alumnus went even further: "It is obvious that the Vietnamese do not want us in their country. We are evidently crushing the people of Vietnam in a manner similar to that of the Russians who crushed the people of Hungary some time ago." In complete agreement with this stand was the alumnus who wrote: "The U.S. is the aggressor in Viet Nam and has no right being there. I am thankful for the anti-war demonstrators and am proud students from the University of Minnesota are among them."

One alumnus, who felt he understood why this country was involved, disagreed with the present policy and felt we should withdraw, succinctly summed up his disfavor in the simple statement: "I think this war is a symptom of a more pernicious national insanity."

Minnesota Governor Karl F. Rolvaag received the brunt of the blame for the state's reapportionment

ALUMNI NEWS

## STATE — REAPPORTIONMENT

### 231 Respondents

Reapportionment has been on the front pages of Minnesota newspapers for a long time but nothing seems to be done. Governor Karl F. Rolvaag vetoed the reapportionment bill as passed by the last legislature. Now there is talk of a special session to consider reapportionment.

1. Do you think a special session should be held?		
<b>YES</b>	<b>165</b>	<b>70.6%</b>
<b>NO</b>	<b>58</b>	<b>20.8%</b>
<b>NO OPINION/OTHER</b>	<b>8</b>	<b>8.6%</b>
2. In your opinion, who is to blame for the state predicament in reapportionment?		
<b>GOVERNOR</b>	<b>111</b>	<b>43.7%</b>
<b>LEGISLATURE CONSERVATIVES</b>	<b>47</b>	<b>20.4%</b>
<b>LEGISLATURE LIBERALS</b>	<b>8</b>	<b>8.6%</b>
<b>(ALL EQUALLY)</b>	<b>27</b>	<b>11.7%</b>
<b>NO OPINION/OTHER</b>	<b>38</b>	<b>15.6%</b>

dilemma. (As we go to press, the Minnesota State Legislature is meeting in special session to try to bring to an end the long battle over new legislative district boundaries that has plagued Minnesota for 17 months. Majority leaders say a week to 10 days should be enough to finish the job.)

Governor Rolvaag was not alone in shouldering the blame, however. Also named, in varying degrees, were the legislature Conservatives (20.4%), Liberals (8.6%), the governor and the legislature equally (11.7%), the courts, liberals and conservatives, the governor and the Conservatives, and the governor and the Liberals.

One alumnus blamed "previous legislatures for not rectifying representation inequalities when it became obvious they existed," and one felt "to blame is the fact that no regulations were set many decades ago to promote reapportionment following each census."

Still another, more magnanimous than his fellow alumni, felt "none to blame for the cause. Emergence of large cities caused the problem. However, all parties named, due to self-interest, are to blame for 'feet-dragging' on the issue."

The reapportionment problem started in December 1964 when a federal court said the old districts were invalid because their populations were too irregular. During the 1965 regular session a compromise bill was worked out between the House and Senate, which contained most of the House Conservatives' desires.

Governor Rolvaag vetoed it, alleging it was unfair politically and failed to provide equal representation according to population. He also has said he would not hesitate to reject again a bill that contained gerrymandering or did not come close enough to the one-man, one-vote ideal.

Without a special session, reapportionment would have headed for the courts and would have been taken out of the hands of the legislators, a prospect not pleasing to most incumbents interested in re-election.

A stronger junior college system with more and better vocational and industrial schools are the greatest needs of higher education at the present time, according to Opinion Poll respondents. Under this system, the University could pursue its prime educational ob-

jectives, which respondents see first as a professional school (64.1%), secondly as a graduate school (56.3%), and third as a four-year liberal arts college (33.0%).

More than 62% of the respondents are of the opinion that a single Board of Regents could best control all state universities.

"It would give a general plan, and by centralizing planning, we can develop a better educational system," commented one alumnus. "As the population grows," wrote another, "and the demands for more state institutions are made, a single Board of Regents can coordinate the growth and set a statewide Master Plan in motion. This is much more difficult with separate or individual controlling boards."

One alumnus wrote he "would be in favor of Regents controlling all post-high school education, including vocational training. Would also favor free tuition for all post-high school education and in giving Regents power to tax."

## UNIVERSITY — STRUCTURE OF HIGHER EDUCATION

### 270 Respondents

1. What, in your opinion, are the greatest needs of higher education at the present time?		
<b>JUNIOR COLLEGES</b>	<b>120</b>	<b>44.4%</b>
<b>VOCATIONAL SCHOOLS</b>	<b>102</b>	<b>37.3%</b>
<b>INDUSTRIAL SCHOOLS</b>	<b>68</b>	<b>25.1%</b>
<b>LIBERAL ARTS COLLEGES</b>	<b>39</b>	<b>14.4%</b>
<b>SEVERAL STATE UNIVERSITIES</b>	<b>56</b>	<b>20.7%</b>
<b>NO OPINION/OTHER</b>	<b>15</b>	<b>5.6%</b>
2. What do you feel the University's prime educational objectives should be?		
<b>AS A JUNIOR COLLEGE</b>	<b>7</b>	<b>2.6%</b>
<b>AS A 4-YEAR LIBERAL ARTS COLLEGE</b>	<b>89</b>	<b>33.0%</b>
<b>AS A PROFESSIONAL SCHOOL</b>	<b>173</b>	<b>64.1%</b>
<b>AS A GRADUATE SCHOOL</b>	<b>152</b>	<b>56.3%</b>
<b>NO OPINION/OTHER</b>	<b>10</b>	<b>2.7%</b>
3. In California, all state universities are under the direction of one Board of Regents. Do you think this a good policy for the State of Minnesota?		
<b>YES</b>	<b>170</b>	<b>62.2%</b>
<b>NO</b>	<b>78</b>	<b>28.9%</b>
<b>NO OPINION/OTHER</b>	<b>22</b>	<b>8.9%</b>

Those is disagreement also cited arguments against such a system.

"A proper Board of Regents can only serve part time," wrote one. "To require them to direct all state universities would be an impossible burden . . ." Another wrote: "No one group is capable of doing a good job when 'spread too thin.' The University of California should be a good example of what *not* to do."

One anonymously-vehement University of Minnesota professor wrote that "I can say with the authority of experience that the University is already too large. We are rapidly moving toward a Berkeley-like multi-university with all its symptoms of educational pathology. Students, faculty, and alumni should give an emphatic *Nol* to the philosophy of unlimited expansion. The development of several relatively *independent* universities is the only reasonable course for the future of higher education in Minnesota."

# Life Membership Directory

In less than one year, more than 100 names have been added to the Life Membership roles of the Minnesota Alumni Association, bringing MAA Life Membership to an all-time high of 2,473.

Here, for the first time, is a complete listing of your fellow alumni, by state and community - alumni who, by their actions, have told the world that they support a strong Association and a strong University for all time to come.

Life Membership fees go into a permanent endowment fund so the interest will be used to support alumni activities in behalf of the University and to insure a life subscription to the *Alumni News*, official publication of the Minnesota Alumni Association. Cost is only \$100 (\$125 for joint husband and wife membership.)

There can be no greater confidence expressed in an organization than this method of subscribing your support for all time.



State	Male	Female	Total
Arkansas	5		5
Alabama	6		6
Alaska		1	1
Arizona	18	8	26
California	166	78	244
Colorado	11	4	15
Connecticut	10	5	15
Delaware	6		6
Washington D.C.	18	3	21
Florida	23	18	41
Georgia	6	1	7
Hawaii	4		4
Idaho	6	3	9
Illinois	87	16	103
Indiana	7	3	10
Iowa	29	10	39
Kansas	2	1	3
Kentucky	4	1	5
Louisiana	5	1	6
Maine		1	1
Maryland	11	7	18
Massachusetts	14	6	20
Michigan	34	14	48
Mississippi	1		1
Missouri	11	3	14
Montana	11	14	25
Nebraska	9	3	12
Nevada	4		4
New Hampshire	3	1	4
New Jersey	24	3	27
New Mexico	4	2	6
New York	55	14	69
North Carolina	9	3	12
North Dakota	10	7	17
Ohio	35	7	42
Oklahoma	5	5	10
Oregon	22	3	25
Pennsylvania	36	7	43
Rhode Island	1	1	2
South Carolina	2		2
South Dakota	12	7	19
Tennessee	6	3	9

Texas	23	6	29
Utah	4		4
Vermont	1		1
Virginia	13	3	16
West Virginia	2		2
Wisconsin	50	15	65
Wyoming	3		3
Washington	35	15	50
<b>Total</b>	<b>863</b>	<b>301</b>	<b>1,164</b>

## OUTSIDE OF THE UNITED STATES

Canada	5		5
Central America	3		3
Germany	1		1
Arabia	1		1
Norway	1		1
Phillipines	1		1
Thailand	1		1
Sweden		1	1
Mexico	2		2
England	1		1
South America	3		3
East Africa	1		1
India	2		2
China	1		1

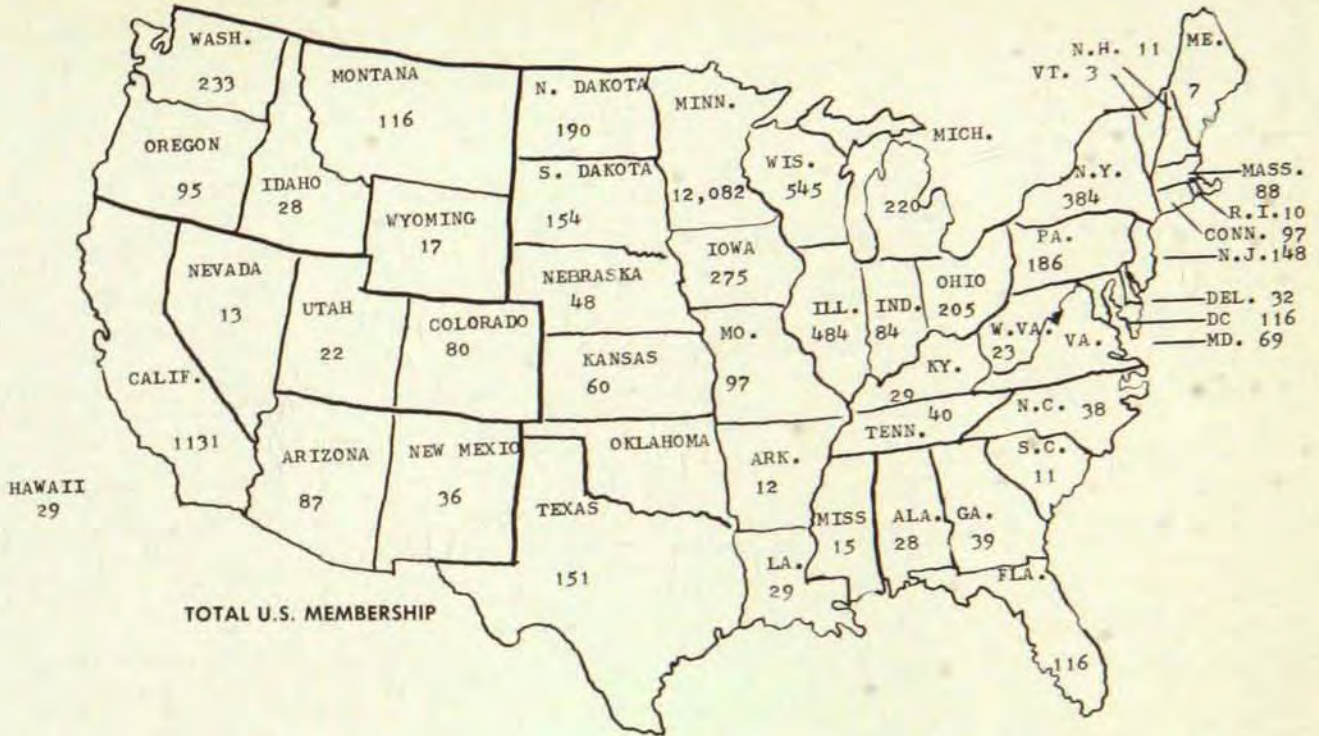
## MINNESOTA

St. Paul	223	70	293
Minneapolis	483	161	644
Duluth	28	9	37
Other Cities	217	94	311
<b>Total</b>	<b>951</b>	<b>334</b>	<b>1,285</b>

GRAND TOTAL 2,473

ALUMNI NEWS





**ALABAMA**

- Birmingham**  
Collier, Dr. S. W.
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Strandell, Dr. Everett L.
- Huntsville**  
Snyder E. F.  
Tomren, Raymond H.
- Tuscaloosa**  
Gandrud, B. W.  
Goossen, Jacob E.

**ALASKA**

- Anchorage**  
Green, Gordon E.
- Kotzebue**  
Simonson, Miss E.

**ARIZONA**

- Bisbee**  
Rosok, Ingwald A.
- Dragoon**  
Schutz, Dr. J. J.
- Mesa**  
Hammer, George E.  
Toenke, Dr. Walter D.
- Phoenix**  
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Mickelson, Ellen A.  
Nolop, Mrs. Helen  
Parker, Walter H.  
Paul, Karl F.  
Riley, Philip J.  
Trousedale, Mrs. Florence
- Prescott**  
Franks, Mrs. G. L.  
Joachim, William F.
- Scottsdale**  
Hasting, Dr. D. R.  
Pangburn, C. G.  
Thompson, Philip S.
- Sun City**  
Heimark, Dr. Julius J.  
Steffens, Robert A.
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Enke, Fred A.  
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Harlow, Mrs. J. M.  
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Sergeant, Mrs. H. F.  
Swanson, Mrs. A. W.
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Todd, Ethel A.

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Moore, J. H.
- Hot Springs**  
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- Little Rock**  
Kozberg, Dr. Oscar  
Mack, Dr. Joseph J.

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Kersten, Dr. F. H.  
Wright, Mrs. W.
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Frazee, L. M.
- Aptos**  
Engquist, V. E.
- Arcadia**  
Weom, L. A.
- Atascadero**  
Komanti, Mr. & Mrs. R. E.
- Bakersfield**  
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Shafer, W. W.  
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Peters, Lillian L.
- Berkeley**  
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Wheeler, J. T.  
Woodruff, M. F.  
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Rabwin, Dr. Marcus H.  
Segal, B.  
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- Burlingame**  
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- Carlsbad**  
Brzenski, Dr. Benjamin J.
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Zehm, Dr. Abner
- Castella**  
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Leivers, Mrs. Emery
- Chula Vista**  
Adams, Edward H.  
Anderson, M. K.  
Sullivan, Margaret J.
- Compton**  
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Lewis, Mrs. M.
- Rogers**  
Knowles, E. H.

**Coronado**

- Johnson, Bryan F.
- Taylor, Mrs. Carrie
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Hesnault, Walter J.
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McDonald, Mrs. Laura C.
- Culver City**  
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- Danville**  
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- Del Mar**  
Backhol, George A.
- Downey**  
Hain, A. A.
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Walz, C. M.
- Eldridge**  
Pajala, Capt. Anna M.
- El Cerrito**  
Bennett, Miss D. A.
- El Monte**  
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- El Segundo**  
Wood, Bert O.
- Escondido**  
Calhoun, Robert A.  
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- Fullerton**  
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Olson, Miss V. A.  
Peterson, Dr. R. F.
- Guerneville**  
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- Hermosa Beach**  
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Peterson, R. A.

**La Mesa**

- Figge, Gretchen E.
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Erickson, Emma S.
- Lockeford**  
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- Long Beach**  
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Noble, Dr. T. E.  
Tschumpert, Dr. Roy F.  
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Curry, Byron K.  
Johnson, Mrs. J.  
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- Los Angeles**  
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Cutting, F. H.  
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Kerlan, Dr. R. R.  
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Magoon, Herbert A.  
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Osman, Dr. M. P.  
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Westman, George R.
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Schurr, George A.  
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Wells, Mrs. H. F.  
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Shelley, P. M.  
Strong, Miss J. M.  
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Gletne, Dr. Jalmer S.  
Johnston, Paul G.  
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Opsahl, Miss R. E.  
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Bille, Ralph O.  
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Leggett, Dr. Elizabeth A.  
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Gifford, Dr. B. L.

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Westerberg, Carl G.  
**Sun City**  
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**Sunnyvale**  
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Richards, Mrs. J. L.  
**Tarzana**  
Sorenson, Emil L.  
**Tiburon**  
Thelander, Dr. Hulda E.  
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Harlin, Robert E.  
Yamaguchi, Mr. & Mrs. Donald M  
**Turlock**  
Erickson, Agnes O.  
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Fox, Bessie C.  
**Vista**  
Lewis, Col. B. R., Jr.  
**Whittier**  
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**Woodland Hills**  
Banik, C. E., Jr.  
Sharpless, Mrs. Barbara  
**Yuba Linda**  
Miller, Mrs. W. G.

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Krusmark, J. L.  
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Mielke, Paul W., Jr.  
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**Pueblo**  
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Murra, Wilbur F.  
**Wheatridge**  
Dumke, Dr. Alfred R.  
**Yampa**  
Majjala, Mrs. H. R.

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**Cheshire**  
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Langston, Dr. W. S.  
Loye, Mrs. E. M.  
**Hartford**  
Baskin, Dr. A. H.  
**Killingworth**  
Hennen, Edward H.  
**Roxbury**  
Woodward, Carol H.  
**Stamford**  
Maiser, Walter L.  
Saxe, Thomas E., Jr.  
Thompson, M. R.  
**Storrs**  
Hammerberg, D. O.  
Reilly, Mr. & Mrs. William R.  
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Currier, Mrs. Charles C., Jr.  
**West Hartford**  
Steven, Mrs. R.  
**Wilton**  
Walquist, John A.  
**Dover**  
Pearthree, F. L.  
**Wilmington**  
Dahlen, Miles A.  
Hakenjos, F. M.

Johnson, Kenneth C.  
McConnell, John R.  
Miller, Jay W.

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Arms, F. B.  
Balch, Earle H.  
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Dreis, Miss T. A.  
Dwan, Ralph H.  
Greene, Mrs. John J.  
Hilgert, Ronald J.  
Juten, Milford A.  
Krogh, Dr. Harold W.  
Lang, W. B.  
Ludeman, C. H.  
Miller, Vernon X.  
Ranstad, Harold  
Tufenk, H. K.  
Vigness, Irwin C.  
Vivino, Drs. A. Earl & Jean J.  
Wall, N. T.

## FLORIDA

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Kohrt, Mrs. Charles F.  
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Hansen, Dorothy B.  
**DelRay Beach**  
Robinson, Mrs. J. W.  
**Dunedin**  
Brayton, S. C.  
Huseth, Dr. Joseph  
Johnston, K. A.  
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Edwards, Richard W.  
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**Gainesville**  
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**Jacksonville**  
Wiechman, Dr. Fred H.  
**Lake Wales**  
Pierce, Mrs. Ada Belle  
**Largo**  
Kannenber, W. F.  
**Miami**  
Dolan, Francis M.  
Shores, Michael  
Zimmerman, A. C.  
**Miami Beach**  
Cratis, Samuel R.  
**Nokomis**  
Johnson, C. E.  
**North Palm Beach**  
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**Tampa**  
Lakela, Olga  
**West Palm Beach**  
Snyder, Gene

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Richardson, Burt A.  
**St. Simons Island**  
Reu, A. H.

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**Wailuku Maui**  
Omura, Dr. S. J.  
**IDAHO**  
**American Falls**  
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**Boise**  
Benson M. H.  
**Buhl**  
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**Grangeville**  
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Olson Dr. Howard L.  
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**Nampa**  
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Kihara, Dr. J. T.

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Ward, Alvin C.  
**Bloomington**  
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Northfield, G. A.  
**Carbondale**  
Zimmerschied, Miss C. E.  
**Cary**  
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Barrett, Roger S.  
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Drost, Henry F.  
Frank, S. M.  
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Fratzke, Dr. J. E.  
Friedell, Dr. & Mrs. M. T.  
Froberg, H. E.  
Gumine, Miss M.  
Lighter, Willard C.  
McCloy, Mrs. Elsa  
McKay, Richard H.  
McQuillen, Miss F. A.  
Ohlson, Rudolph G.  
Olson, Roy H.  
Rowell, Lester J.  
Shepard, Dr. H. B.  
Shere, Lewis  
Thoeni, V. T.  
Thompson, J. D.  
Trexler, Richard R.  
Wang, Harold S.  
**Clarendon Hills**  
Hurst, Dr. W. W.  
**Crystal Lake**  
Anderson, A. P.  
**Cuba**  
Mavnard, Mrs. C. L.  
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**DeKalb**  
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**Dwight**  
Fitzpatrick, Mrs. Eileen V.  
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Heimburg, A. Karl  
**Elmhurst**  
Appleman, F. C.  
Forsmark, Ulrik E.  
LeVesconte, Lester B.  
**Evanson**  
Anderson, Carlyle E.  
Blackwell, Dr. W. J.  
Coe, E. H.  
Forman, W. Chandler  
Gaumnitz, Edwin W.  
Mooney, Russell E., Jr.  
Rollefson, Karl E.  
**Flossmoor**  
Rogers, Marvin C.  
**Galesburg**  
McKenzie, Frederick R.  
**Genoa**  
Whiteley, H. O.  
**GlenEllyn**  
Barthelemy, Carl R.  
**Glenview**  
Lowrey, Mrs. Eleanor C.  
Newman, L. W.  
Warburton, Elizabeth A.  
**Harvey**  
Hanson, E. M.  
**Highland Park**  
Linhoff, Carl H.  
Siebel, M.  
**Hinsdale**  
Holmsten, V. T.  
Minthorn, Dr. H. H.

**Joliet**  
Gill, Roscoe L.  
**LaGrange**  
Anderson, Wesley J.  
Wittmayer, Magdaline G.  
**Lemont**  
Espenett, Edward L.  
**Libertyville**  
Newhart, B. T.  
**Minooka**  
Cryder, T. D.  
**Morris**  
Jacobson, Walter P.  
**Mt. Morris**  
Finch, L. G., Jr.  
**Mt. Prospect**  
Bolline, Flavius C.  
Getchell, E.  
Zikmund, Mrs. Dorothy  
**Naperville**  
Anderson, R. V.  
**Northbrook**  
Keller, R. W.  
Pearson, V. T. E.  
**Northfield**  
Trueblood, Robert M.  
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Hanke, Carl C., Jr.  
**Oak Park**  
Bohannon, George W.  
Bullard, H. M.  
Haines, Dr. William H.  
Larson, P. L.  
**Ottawa**  
Rieman, Dr. Robert W.  
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Stanius, Godfrey  
**Park Ridge**  
Coover, C. D.  
**Pekin**  
McEwen, Mrs. James F.  
**Peoria**  
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**Riverside**  
Wills, A. D.  
**Skokie**  
Moosbrugger, Frank J.  
**Springfield**  
Huwe, Ralph A.  
Klammer, K. K.  
**Urbana**  
Halvorson, Dr. H. O.  
Larson, Mrs. B. L.  
**Western Springs**  
Fornfeist, C. H.

**Wheaton**  
Fasteen, R. T.  
**Wilmette**  
Clark, Charles J.  
Reid, Mrs. M.  
**Winnetka**  
Beal, Charles S.  
Olson, Arnim G.

## INDIANA

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**Gary**  
Williams, Mrs. Effie M.  
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Anderson, Elizabeth S.  
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Graves, W. C.  
**Lafayette**  
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**South Bend**  
Bezek, A. J.  
Sisson, Dr. N. D.  
**Whiting**  
Hamernik, F. J.

## IOWA

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**Alton**  
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Wright, Mrs. W.  
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Ebert, C. E.  
Wiiret, W. A.  
**Carlisle**  
Johnson, Gustaf  
**Cherokee**  
Williams, Mrs. Carroll E.  
**Columbus Junction**  
Merritt, Mrs. R.  
**Council Bluffs**  
Dean, Dr. Frank W.  
**Davenport**  
Champion, Joan E.  
Salter, Chester D.  
**Des Moines**  
Becker, Chris L.

Fischer, R. A.  
Jacobson, Philip R.  
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Schwartz, Homer S.  
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Gove Mrs. L. B.  
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Christopherson, Rev. J. E.  
**LeMars**  
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**Little Sioux**  
Perley, Miss H. L.  
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Smith, Dr. Arthur F.  
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Nelson, Rudolph W.  
**Marshalltown**  
Burke, William T.  
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Jackson, Mrs. R. L.  
Terhufen, Mrs. Howard A.  
**Muscataine**  
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**Ottumwa**  
Smith, Leighton P.  
**Sioux City**  
Flom, Edroy C.  
Sicard, Gerald L.

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**Mission**  
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**Prairie Village**  
Diehl, Dr. Antonio M.  
**Topeka**  
Stout, Ruth A.

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Whitten, Robert C.

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**Port Sulphur**  
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Cotton, Miss E. M.

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Heller, Mrs. Alfred

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Shortley, George H., Jr.  
Weber, Eugene W.  
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Marcroft, H. C.  
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Imm, R. O.  
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**Boxford**  
Smith, B. D.  
**Brighton**  
Widseth, Jane C.  
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Beckjord, Walter C.  
**East Orleans**  
Seymour, Merrill W.  
**Hingham**  
Beneke, W. E.  
**Leominster**  
Peik, Bertha F.  
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Smith, Mrs. F.  
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Reuter, Mrs. Dorothy  
**North Andover**  
Peterson, Vance C.  
**Sudbury**  
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**Vineyard Haven**  
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**Waban**  
Miller, Alex R.  
**Walpole**  
Forsell, W. O.  
Korslund, Harry K.  
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McNally, I. L.  
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Orbeck M. J.  
Webster, Mr. & Mrs. David W.  
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Lund, Dr. C. A.  
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Ward, E. A.  
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**Daggett**  
Heidenreich, Dr. John R.  
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Ober, Mary L.  
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Carlson, Dr. H. W.  
Dedic, Richard J.  
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Liddicoat, Dr. A. G.  
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Rhame, Paul W.  
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**Grosse Point Woods**  
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Posch, Dr. J. L.  
Richardson, R. A.  
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Swore, Rudolph L.  
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Tanquist, Dr. Edwin J., Jr.  
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Hanson, W. T.

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Rowell, Theodore H.

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Kittleson, Dr. N. J.  
Parker, Mabel E.

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Guetzkow, Roger E.

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Parsons, Mrs. E. C.  
Wieland, W. F.

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Nelson, Dr. F. O.

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Estervog, Alice

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Grose, Dr. Frederick N.

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McGladrey, L. L.

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Friedman, Mr. & Mrs. Edwin A.

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Sather, Dr. R. O.  
Swenson, Mrs. H. G.

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Keeley, L. C.

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Dille, Dr. Walter O.

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Shodean, Wallace D.

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Douglass, Helen M.

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Cherry, Anne  
Crego, R. V.  
DeVaney, Fred D.  
Eaton, P. F.  
Eckman, Dr. R. J.  
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Fischer, Dr. Mario McM.

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Gustafson, Barnard H.  
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Leegard, A. Lenore  
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Maney, James E.  
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Morris, Dr. Mylon B.  
Nelson, Einer  
Nelson, E. K.  
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Stark, Mr. & Mrs. Tom M.  
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Gardner, James M.  
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Zemke, Dr. & Mrs. Erhard E.  
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Swenson, J. W.  
**Fertile**  
Bang, Dr. C. B.  
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Martyn, Marjorie C.  
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Hokanson, Miss M.  
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Sulerud Clark A.  
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Lundholm, Dr. A. M.  
**Hastings**  
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Morlock, Dr. Wallace J.  
Stokes, Genevieve D.  
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Funk, Mrs. Victor K.  
Hall, James S.  
Hallin, Dr. Roger P.  
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Kucera, Dr. Frank J.  
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Anderson, Mrs. Lyman C.  
Anderson, Robert D.  
Anderson, Rudolph H.  
Angland, Dennis W.  
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Bauman, Anthony J.  
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Bergh, Dr. Solveig M.  
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Bierman, Harlan R.  
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Bigot Monica K.  
Billings, James E.  
Billman, John  
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Bjornaraa, Dreng  
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Borgeson, Millard B.  
Borowicz, Dr. Leonard A.  
Bouquet, Otto T.  
Bowman, Mrs. Frank W.  
Brackett, Russell D.  
Brobakken, Morris O.  
Bronson, D. E.  
Brooks, Sheldon C.  
Bros, B. M.  
Bros, Kenneth D.  
Bros, R. J.  
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Brown, Dr. R. J.  
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Carlson, Ernest F.  
Carlson, Ford G.  
Carlson, V. H.  
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Edwardson, Waldo P.  
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Hansen, Merrill A.  
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Hanson, Joseph B.  
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Harrison, Dr. William C.  
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Hawkinson, Robert W.  
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Heimes, Donald L.  
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Holmsten, Ralph D.  
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Horsch, Caroline K.  
Hostetter, Roberta B.  
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Howard, Dr. & Mrs. S. E.  
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Hutchinson, E. T.  
Hymes, Dr. Charles  
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Johnson, Paul O.  
Johnson, Roger A.  
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Johnston, Miss G. K.  
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 Jones, W. R.  
 Kain, John T.  
 Kampmeyer, John J.  
 Kapala, Joseph  
 Kaplan, Dr. J. Jacob  
 Kaplan, Seeman  
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 Kelly, John J.  
 Kelm, Erwin E.  
 Kennedy, Keith D.  
 Kerkhof, Dr. Arthur C.  
 Kerr, Mrs. L. J.  
 Kiffe, Jack W.  
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**Oslø**  
Dollis, Dr. Leif W.

**Sarpsborg**  
Aarhus, Dr. Arthur H.

#### PHILIPPINES

**Quezon City**  
deLeon, Antonio I.

#### SWEDEN

**Sodertalje**  
Kallin, Mrs. H.

#### THAILAND

**Bangkok**  
Devacula, S.

#### TAIWAN

**Taipei**  
Pan, T. C.



# THE UNIVERSITY

## Spring Quarter Attendance Hits 36,799 On All Campuses

Spring quarter attendance at the University totals 36,799, or 2,737 more than the 34,062 students who were attending classes during the spring quarter a year ago, according to R. E. Summers, dean of admissions and records.

The increase for the spring quarter, which opened March 28, over the corresponding quarter in 1965 is eight per cent. Fall and winter quarter enrollments this school year ran 10 and nine per cent, respectively, ahead of those of the corresponding terms of last year.

Although these percentage figures might suggest some slackening of University growth, possibly due to controls established in the fall of 1965, Summers noted that decline from the winter to the spring term, 1966, was just over seven per cent, as against a normal drop of eight per cent.

Fall attendance totalled 42,178 and 39,634 students were in classes winter quarter when the official count was taken.

The current student total includes 24,376 men and 12,423 women,

indicating a further decline in the ratio of men to women in the total student body, a possible trend first noted in the spring of 1965. A year ago, 22,885 men and 11,177 women were enrolled.

This quarter there were 308 new freshmen and 406 new advanced-standing or special students, whereas a year ago 311 freshmen and 440 others matriculated for the first time.

At the Morris Campus the spring quarter attendance has held up, being 911 now as against 984 last fall. UMD attendance, 3,775 plus 60 graduate students, is up 10 per cent from a year ago but has fallen a bit faster from the fall quarter than enrollment at other campuses (from 4,405 and 64 graduate students last year). Otherwise, the fall-to-spring declines are less than normal.

## Masons Present \$1.1 Million to University

A solid gold check for \$1.1 million was the star in a giant Victory Jubilee celebration at the University April 19.

The check was presented by Minnesota Masons to University officials, marking the successful completion of a one-year fund drive among state Masonic Lodges. The money is being used to double the size of the University's Masonic Memorial Hospital. Dedication of the two-story hospital addition will take place this fall.

## Noted Physicist Dies



Dr. John H. Williams, 57, professor of physics and a former member of the Atomic Energy Commission, died April 18 in University Hospitals.

Williams had served with the Manhattan Project as deputy director of the first atomic bomb test at the secret Los Alamos atomic laboratory.

He directed the building of the 20-million electron volt vertical Van De Graff machine which is housed back of the Physics Building. It is the oldest such machine still in active use in the country.

Following the war he obtained an AEC grant for the construction of the 68-million electron volt proton linear accelerator built by the University on the banks of the Mississippi.

He also was in charge of the construction of a 20-million electron volt tandem Van De Graff machine which is nearing completion and also is located on the banks of the Mississippi. Before his death, plans had been made for a dedication of the new facility on May 3. At that time the three buildings and the installations associated with the two accelerators on the banks of the Mississippi were to have been named the "John H. Williams Laboratory of Nuclear Physics."



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## "Educational Opportunity Grants" To Provide 700-900 New Scholarships

Between 700 and 900 new scholarships for University students who show "exceptional financial need" will be awarded for fall quarter, utilizing approximately \$350,000 in federal funds authorized by the Higher Education Act of 1965.

The scholarships, titled Educational Opportunity Grants, are for undergraduates only, in good academic standing.

Approximately \$58 million has been distributed to some 1,100 institutions of higher learning around the United States. The University's share of about \$350,000 is for the Minneapolis-St. Paul Campus only. UMD received around \$29,000 and Morris, \$31,000.

Each student who qualifies will receive from \$200 to \$800 a year. In addition, the federal law requires that the University provide the same amount of money for each student, in the form of scholarships, loans, work opportunities, or a combination of these.

The amount each student needs to help complete his education will be determined by a complex federal formula which takes into account his family's total income and the number of other dependent children, among other factors. The formula will compute how much money the family should be able to contribute to the student's college costs, and this will be deducted from his estimated needs.

Because many factors will affect a student's eligibility, anyone who feels he might be qualified is urged to apply. Those who apply by May 15 will receive first priority.

Any entering freshman who has completed an application for the 1966-67 Freshman Scholarship program should not re-apply for an Educational Opportunity Grant. All such applications are being reviewed automatically to see

### First Scholarship Grants

The University of Minnesota Technical Institute — Crookston, scheduled to open next fall, has received its first scholarship grant.

A \$3,000 scholarship fund was presented to the Technical Institute by the First National Bank and Polk County State Bank of Crookston in cooperation with the Bremer Foundation, St. Paul.

whether or not the student would qualify. However, students who have applied to the Bureau of Student Loans and Scholarships for any other type of grant for the coming year should inform the Bureau if they wish to be considered for the federal grant.

## University Orders Largest Computer

The University has placed an order for a Control Data 6600 Computer System, the fastest, largest and most powerful electronic computer in the world.

The new computer, scheduled

for delivery in late September, will greatly increase the University's total computer power. It is being acquired on a lease basis with option to purchase. Total value of the computer system is nearly \$3.5 million.

Capable of processing more than three million instructions per second, the 6600 will be operated under the direction of Marvin L. Stein, professor of mathematics and director of the Numerical Analysis Center at the University. It will be installed on the East Bank of the Minneapolis Campus. Computer users, to include both students and faculty, will feed problems to the 6600 at the central computer site in the Experimental Engineering building. Consideration also is being given to the use of intra-campus cables and ordinary telephone lines to link the computer electronically with remote data processing equipment.

With the acquisition of the Control Data 6600 Computer System, the University will become the largest single user of computers in the entire state.

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## Kindall Joins Coaching Staff

Former Minnesota Twins second baseman Jerry Kindall '59BS has been hired by the University athletic department. Kindall lettered in baseball and basketball at the University in 1955 and 1956 and was named to the All-Big Ten and All-American baseball teams when he played shortstop on Dick Sie-

bert's 1956 NCAA baseball championship team.

Kindall coached the freshman basketball team this year and will continue in that position next year.

He received a temporary appointment last month and is expected to receive a regular appointment July 1, subject to approval by President O. Meredith Wilson and the Board of Regents.

A graduate of St. Paul Washing-

ton High School, he signed a contract with the Chicago Cubs in 1956 which barred him from competition in baseball and basketball in his senior year. He played for the Cleveland Indians before being traded to the Twins in 1964.

## School of Nursing Receives \$34,836 Grant

A \$34,836 grant for a faculty project for strengthening research competence has been awarded to the School of Nursing. The grant is from the U.S. Public Health Service, covering a three year period. It is the third grant for this project, bringing the total support since 1960 to \$94,928.

### WHERE DO YOU STAND?

Shown below are Minnesota Alumni Association membership rankings for the month of March, 1966, by number and percentage of total possible membership in each group.

Group	Rank by no.	% of total possible membership	Rank by %
College of Liberal Arts	1	19.6%	11
Social Work	14	23.3	5
Education	3	19.9	10
Institute of Technology	2	23.3	6
Medicine	4	37.9	4
Nursing	10	16.7	13
Dentistry	6	38.6	3
Agriculture, Forestry			
Home Economics	7	14.6	14
University of Minnesota, Duluth	8	17.1	12
Business	5	22.7	7
Pharmacy	11	42.1	2
Law	9	22.0	8
Veterinary Medicine	12	46.5	1
Mortuary Science	13	20.3	9

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## BOOKS

### Lucile M. Kane

Lucile M. Kane, who is widely known as the curator of the Minnesota Historical Society's manuscripts collection, has recorded the development of the only major waterfall in the Mississippi River and of Minneapolis - Minnesota's largest city which grew up around it - in her latest book, *The Waterfall That Built A City*.

Here is the engrossing history of the rise of the Village of St. Anthony and its neighbor, Minneapolis, and their growth into a modern metropolis. Published by the Minnesota Historical Society, the lively and readable book contains nearly 50 illustrations plus maps, and is carefully annotated and indexed.

The author has written extensively about the history of the state and is the author, editor or translator of several previous volumes. Her articles concerning history or the field of manuscripts scholarship have appeared in many periodicals.

She attended River Falls (Wisconsin) State Teachers College and holds a masters degree from the University.

# CAMPUS NEWS

## DULUTH

Richard H. Rhode, 22, a native of Duluth, has been appointed editor of the *Statesman* for spring quarter, succeeding Fred Muench who resigned after winter quarter . . . **Dr. Ralph B. Baldwin, a leading authority on the moon, last month was the Duluth Clinic Foundation Lecturer** at the 12th annual 1966 UMD Northeastern Regional Science Fair . . . Nineteen students represented UMD at the Arnold Air Society and Angel Flight's 18th National Conclave last month in Dallas, Texas . . . More than 100 exhibitors participated in UMD's 12th annual Northeast Region Science Fair last month in Kirby Student Center . . . **Six area junior college deans visited UMD last month** to discuss transfer and other mutual problems with UMD officials. Minnesota junior colleges represented were Brainerd, Eveleth, Ely, Hibbing, Virginia and Itasca.

Four UMD debaters participated in the Pi Kappa Delta Biennial Convention and Debate Tournament of the Upper Mississippi and Illinois Province last month at Decorah, Iowa. Making up the UMD team were Jeff Latts, Fred Friedman, Cliff Hanson and Steve Johnson, all of Duluth . . . Christopher Weeks, special assistant to Sargent Shriver, director of the Office of Economic Opportunity, **addressed a UMD student Telelecture convocation** last month in Kirby Student Center. Weeks spoke from Washington, D.C., via an amplified telephone hookup . . . Richard D. Kepner, assistant professor of aerospace studies for the 420th UMD ROTC group, has been promoted to the rank of lieutenant colonel in the Air Force . . . Dr. George Z. F. Bereday of Columbia University was the featured speaker for UMD's annual Education Day program April 21.

M. Harry Lease Jr., associate professor of political science, has

been **granted a sabbatical leave for the 1966-67 academic year to study judicial systems** in the United States and Europe . . . The annual Business Education Conference co-sponsored by UMD and Wisconsin State University at Superior was held April 22 in Kirby Student Center. This year's conference featured five guest speakers and drew some 75 high school teachers from northern Minnesota and northwestern Wisconsin . . . Richard Ojakangas and Donald M. Davidson, assistant professors of geology, and Fred Witzig, professor and head of geography, participated last month in the 34th annual meeting of the Minnesota Academy of Science at Macalaster College in St. Paul . . . **Spring quarter enrollment at UMD set a record 3,775 undergraduate students**, 10 per cent above the total last year. Sixty graduate students placed the overall spring enrollment figure at 3,835. Total UMD gain over 1965 was 350 students . . . Arvid Miller '62BA, the first UMD graduate to enter the Peace Corps, lectured on his experiences last month.

## ST. PAUL

Carroll V. Hess, professor of agricultural economics, **has accepted a job as dean of the college of agriculture and director of resident instruction as Kansas State University.** In 1964 he was named outstanding teacher by St. Paul Campus students . . . Ralph W. Wayne, extension dairyman at the University, recently received special recognition for outstanding cost reduction achievement from the U.S. Department of Agriculture. He was one of 12 USDA employees from throughout the nation to receive an individual Special Merit Award for cost reduction in Washington, D.C. ceremonies. In 1957 he received a USDA Superior Service Award . . . Murlyn B. Dickerman, head of the Lake States Forest Experi-

ment Station for 13 years, has been **named associate deputy chief for forest service research in Washington, D.C.** He left the University in 1964.

## MINNEAPOLIS

Harold B. Allen, professor of English, has been elected **president of a new national organization composed of teachers who teach English as a second language.** The group, formed by 900 such teachers at a meeting recently in New York City, calls itself Teachers of English to Speakers of other Languages, or TESOL . . . The 11th annual Richard M. Elliott Lecture was delivered March 23 by a Harvard University psychologist, Professor David C. McClelland, staff chairman of the Harvard Center for Research. He spoke on "The Development of Achievement Motivation. The lecture series was established in 1956 upon the retirement of psychology Professor Richard M. Elliott who had been department chairman for many years . . . Dr. Wallace D. Armstrong, professor and head of the department of physiological chemistry in the Medical School, recently **received the International Association for Dental Research Award for his basic research in biological mineralization.**

A summer institute in Latin will be offered this year, designed primarily for teachers from grades five through nine. The six-week institute will run from July 12 to August 20 and is the only federally-supported Latin institute in the country. It will be directed by Robert P. Sonkowsky, professor and chairman of the classics department . . . **Carl H. Poppe, assistant professor of physics, last month served as a visiting lecturer at Grinnell College.** The trip was sponsored by the American Association of Physics Teachers and the American Institute of Physics . . . Theofanis G. Stavrou, associate professor of history, is one of 12 persons in this country to receive a travel grant

from the American Council of Learned Societies to attend the **First International Congress of Balkan and Southeast European Studies in Sofia, Bulgaria, August 26 to September 2.**

Two University alumni have received \$2,300 graduate scholarships to Bryn Mawr College, Bryn Mawr, Pennsylvania. They are Martha E. Andresen, Minneapolis, who will receive a BA degree in English in June, and Ian MacFarlane, Chambersburg, Pennsylvania, who received a BA degree in physics in 1958 . . . Dr. Ellis S. Benson, new head of the laboratory medicine department in the College of Medical Sciences, recently **attended a meeting of the National Board of Schools of Medical Technology held in Galveston, Texas,** and sponsored by the University of Texas Medical Branch. He is one of nine members of the board . . . Two visiting scholars are offering courses in the department of Romance language during spring quarter. They are **Professor Bernard Weinberg, the Hill Family Foundation Distinguished Visiting Professor, and Professor Jacques L. Salvan.** Weinberg is chairman of the Department of Romance languages at the University of Chicago and Salvan is a faculty member at the University of Arizona.

Ronald B. Shuman, research professor of management at the University of Oklahoma and curator of the Harry W. Bass Collection in Business History, is serving as guest professor in the Graduate School of Business Administration, where he is teaching an advanced seminar in Theory of Organization and Administration and a course in History of Managerial Thought . . . Anand Panyarachun, First Secretary of Thailand's permanent delegation to the United Nations, **addressed some 500 student-delegates to the Model UN,** meeting in assembly last month at the University . . . The Minnesota *Daily* won an A-plus rating from the Newspaper Division of the National School Yearbook Association last month. The rating was given on the basis of fall and winter

quarter editions. The *Daily* was praised for reflecting the spirit of the campus and presenting a well-rounded picture of the University.

**Noted speakers in the field of sex education will highlight the second Sex Education Institute, to be held at the University September 28 and 29.** Theme of this year's institute will be "Sex Education in the Home, School, Church and Community" . . . Some 20 professional persons concerned with employment security will attend a six-day **"Conference on an Active Manpower Policy" May 22 to 27.** The conference will feature 10 major speakers . . . Richard J. Donnelly, professor and director of the School of Physical Education, was honored recently by the Central District Association for Health, Physical Education and Recreation "in recognition of outstanding service to the profession" of physical education . . . Professor William C. Rogers, director of the World Affairs Center, **recently was elected secretary-treasurer of the National Council of Community World Affairs Organizations** as well as executive secretary of the Society for Citizen Education in World Affairs.

Gisela Konopka, professor of social work, has just had a new book, *The Adolescent Girl in Conflict*, published by Prentice-Hall . . . Burton Paulu, director of radio and television, and assistant director Sheldon Goldstein, last month attended the National Conference on Instructional Television in Santa Barbara, California . . . **Two University professors have been chosen president-elect of two national professional organizations.** Edmund G. Williamson, dean of students, will serve as president-elect for the American Personnel and Guidance Association in 1966-67 and **Henry Borow,** professor of psychological studies, will serve for the National Vocational Guidance Association. Each will succeed to the presidency in the academic year 1967-68.

Professor William E. Parham, chief of the organic chemistry division of the chemistry department, was honored recently by Southern Methodist University with an hon-

orary Doctor of Science degree. He was recognized for "his significant contributions to the advancement of chemistry through excellence in teaching, original research and publications" . . . W. Wesley Tenneyson, associate professor of education psychology and a counselor educator, is the **new president of the National Vocational Guidance Association,** one of the seven divisions of the American Personnel and Guidance Association . . . **A \$43,100 grant from the National Science Foundation** for research in pure mathematics recently was announced by Professor Heinrich W. Guggenheimer and Assistant Professor William F. Pohl, both of the school of mathematics in the Institute of Technology. The grant provides salary support, travel expenses, publication fees and funds for student research assistantships.

Professor William C. Rogers, director of the World Affairs Center, was one of 20 participants last month in a colloquium at the University of Oxford, England, on the Promotion of International Understanding through Adult Education . . . Conrad P. Straub last month was appointed **director of the Environmental Health Research and Training Center of the Graduate School and professor in the School of Public Health** . . . The University National Bank last month presented a check for \$1,000 to the University as the first step toward an annual scholarship in banking to be awarded to a sophomore in business administration. The \$1,000 will be used for two scholarships of \$500 each and the bank will continue to give another \$1,000 each spring for an indefinite period . . . **A grant of 10,000 has been awarded to the University by the Damon Runyon Memorial Fund** for a project entitled "Second Look Program for Abdominal Carcinoma." The project is directed by Dr. Owen H. Wangensteen.

Dr. Ellis S. Benson '45MD, professor of laboratory medicine and biochemistry, last month was named as the **new head of the laboratory medicine department,** succeeding Dr. Gerald T. Evans who retired.

# THE ALUMNI

## Five Alumni To Be Honored At 62nd Annual MAA Meeting

The 62nd Annual Meeting of the Board and Membership of the Minnesota Alumni Association and 17th Annual Alumni Honors Presentation will be held Tuesday, June 7, at the Pick-Nicollet Hotel in downtown Minneapolis.

The meeting will begin with a reception and social hour at 6:00 P.M. in the Walnut Room of the hotel, with dinner and annual meeting getting under way at 7:00 in the International Ballroom.

Five alumni will receive the highest awards bestowed by the University and the Minnesota Alumni Association — the Outstanding Achievement Award and Alumni Service Award. University President O. Meredith Wilson will present the awards, which consist of a citation and gold medal.

Special guests of honor at the meeting will be past recipients of the two awards.

Another highlight of the evening will be the announcement of board election results and introduction of new board members and officers to the membership by retiring MAA President Edwin A. Willson '30BEE.

Guest speaker for the event and

one of two recipients of the Outstanding Achievement Award will be Minnesota Senator *Eugene J. McCarthy* '39MA.

McCarthy, senior senator from Minnesota, received his undergraduate education at St. John's University, Collegeville, Minnesota, where he was awarded a bachelor of arts degree in 1935. Prior to entering the political arena, he taught in public schools, St. John's and St. Thomas Colleges and in 1944 was engaged in civilian technical work with the Military Intelligence Division of the War Department. He was elected to the 81st Congress from the Fourth Minnesota District but abandoned the House of Representatives in 1958 for the race against Senator Ed Thye, an election he won by a 72,000-vote margin. After two terms in the House he was picked for membership on the House Ways and Means Committee. He now is a member of the Senate Finance Committee and was one of the earliest advocates of a tax reduction. He is the author of a 1960 book, "Frontiers in American Democracy."

Other recipient of the Outstand-

ing Achievement Award will be:

*Donald G. Fletcher* '22BSAg, president of the Crop Quality Council, Minneapolis. Fletcher, who did graduate work in plant pathology at the University from 1922-25, is most noted for his service to agriculture and related industries. His broad knowledge of agriculture, business and science enabled him to coordinate the special knowledge and interests of farmers, businessmen and scientists. He is known internationally, especially in Mexico and Canada, having been instrumental in bringing about effective cooperative stem rust control and other crop improvement programs in those countries and the United States. He has worked closely with local, state and national governmental units in advocating and providing better and more extensive agricultural facilities, and established a cooperative arrangement with the Rockefeller Foundation for winter tests and increases of cereal breeding lines at Ciudad Obregon, Mexico. Nearly 120,000 wheat, oat and barley breeding lines have been grown under this contract program supervised by the Crop Quality Council.

Three alumni will receive the Alumni Service Award. They are:

*Mark M. Abbot* '16BSAg '28LLB, International Falls, Minnesota,



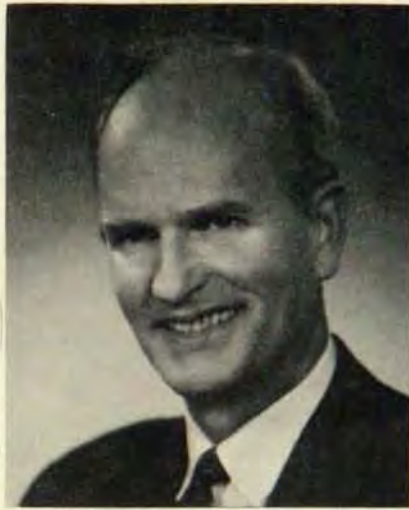
Abbot — ASA



Clark — ASA



Fletcher — OAA



Gray — ASA



McCarthy — OAA

municipal judge and attorney. For the past 25 years Abbott has been the key alumni contact for the MAA in International Falls and in that capacity has worked on numerous alumni and University projects. He was the first president of the International Falls Chapter of the MAA in 1952-53 and since then has served as chairman of the board. As a result, the Chapter has been one of the strongest in the state. He is extremely devoted to the University and its purposes and has been a positive force in his community in support of the University. He has been active in his 1916 Class Committee and serves as chairman for his district. He has been a municipal judge since 1947 and was a member of the U.S. Court Commission, U.S. District Court, from 1947-57.

Lawrence S. Clark '22BSB, executive vice president of Twin City Hardwood Lumber Company, St. Paul. Clark was instrumental in the organization and formation of the School of Business Administration Alumni Association and served as its first president from 1955-56. Under his direction the new board established close liaison with the School of Business Administration faculty and student body. Under his direction the idea for the Annual Alumni Institute was born and the first one was held April 9, 1956 on the University Campus. He has been active on the Class of 1922 Committee since his graduation and

from 1955-56 served on the MAA Board of Directors. He has served on a number of MAA committees and served the School of Business Administration, its dean and faculty, in numerous ways.

Franklin D. Gray '25BA, Minneapolis attorney in the firm of Cant, Haverstock, Beardsley, Gray

and Plant. Gray has been active in behalf of the MAA for many years, and consecutively since 1960. MAA national president in 1964-65, at that time he also served as chairman of the Minnesota Alumni Fund and as a member of the President's Project Advisory Committee. From 1963-65 he served as alumni representative on the Senate Committee on Intercollegiate Athletics and since graduation has been an active member of the Class of 1925 Reunion Committee. His main contribution to the MAA as president was to make sure that the negotiations for the Alumni Club facility were consummated, that the Club was finished and opened on time, and that it had a successful first year. In addition he inaugurated a new program of student-alumni relations, increased MAA membership by 2,500, established an all-time high for life memberships and brought about a new staff organization to encompass a broader program of the Association.

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All Minnesota Alumni Association members are cordially invited to take advantage of this opportunity to renew acquaintances, to meet outstanding alumni and the new MAA officers and board members. President O. Meredith Wilson will attend as a special guest and will confer three Alumni Service Awards and two Outstanding Achievement Awards. Tickets are \$5.50 each. Reservations accompanied by your check must be in the office of the Minnesota Alumni Association, 205 Coffman Memorial Union, by June 2, 1966.

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## Class of 1916 Anniversary Plans Completed: Set May 11



Mrs. Mitchell

George M. "Soybean" Briggs '16BSAg, who for 38 years served Wisconsin until his retirement in 1954 as a faculty member of the department of agronomy at the University of Wisconsin College of Agriculture, returns to the University this month to accept the tribute of his classmates and one of the highest awards presented to an alumnus—the citation and gold medal of the Alumni Service Award.

Briggs will be honored at the 50th Anniversary Luncheon of the Class of 1916, which will be held at 1:00 P.M. Wednesday, May 11, in Coffman Memorial Union.

The luncheon will be one of many highlights in a round of Golden Anniversary activities for the Class, which will be held in conjunction with the traditional Cap and Gown Day celebration at the University.

Briggs, internationally-known as a soybean specialist, long has retained close ties with the University. He was one of the founders of the Minnesota Alumni Chapter in Madison, Wisconsin, served on numerous Chapter committees and was Chapter president from 1953-1955. Since then he has acted as the stabilizing influence of alumni activity for the Chapter.



Sogard

His tremendous enthusiasm for the University, his ability to interest and enthrall others in its behalf and in behalf of alumni work, have made the Madison Chapter unique in the country.

Interested and active in his Class of 1916, his alumni background and activities will be duly and fittingly noted when he is presented the award.

Briggs, the first Class member to be so honored, joins the ranks of 15 classmates who have been recipients of the University's other award, restricted solely to alumni—the Outstanding Achievement Award. Included among them are Bernie Bierman '16BA, for whom the Class Scholarship Fund is named, and two MAA past presidents—Arthur R. Hustad '16BA, MAA National President from 1946-49, and Wendell T. Burns '16BA, 1959-60 National President. Hustad will be the speaker at the luncheon.

Another highlight of the luncheon—which, in addition to paying tribute to Briggs, also will honor Bierman and the Class—will be announcement of the results and presentation of the Class of 1916-Bernie Bierman Scholarship Fund to the University.

Bierman, head football coach at

the University for 16 seasons from 1932-50 (he took a military leave of absence following the 1941 season and remained in the Marine Corps until 1944), had five undefeated seasons, won five National Championships, six Western Conference Championships and coached 13 All-Americans. He received the Outstanding Achievement Award in 1955.

The Fund first was suggested by the late David Shearer '16BA at the Class' 30th reunion in 1946, and then and there was adopted and named in honor of the Class and Bierman. By December 27, 1947, Shearer had gathered together \$2,500 by individual solicitation and this initial gift was presented to the Board of Regents to establish the Fund. Hustad reports that the Fund is nearing the \$20,000 mark at the present time.

The Fund was the first of its kind set up at Minnesota as a class project, "to aid worthy and needy students at the University." It is not an athletic scholarship fund, although worthy and needy athletes are not overlooked.

The Class of 1916 Golden Anniversary Reunion will begin at 9:30 A.M. May 11 with registration in Room 320 of Coffman Union. At 11:00 Class members will review the Cap and Gown Day Parade from reserved seats on the steps of Northrop Memorial Auditorium and special seats have been reserved for the Cap and Gown Day Convocation at 11:30.

At 1:00 the Class will be the guests of the Minnesota Alumni Association in Room 337 of Coffman Union, followed by a bus tour of the campuses at 3:00 with only one stop—tea at Eastcliffe, the home of President and Mrs. O. Meredith Wilson.

In the evening, activities will move from the campus to the University of Minnesota Alumni Club in the Sheraton-Ritz Hotel, downtown Minneapolis. A social hour, dinner and entertainment will begin at 6:30.

Chairman of the day's activities is Theodore L. Sogard '16BA and co-chairman is Louise Leavitt Mitchell '16BA.





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## Alumnae Annual Meeting May 7

Irene Barnes Taeuber '31PhD, senior research demographer at the Office of Population Research, Princeton University, will receive the University's coveted Outstanding Achievement Award at the Annual Honors Meeting of the University of Minnesota Alumnae Club this month.

The meeting will be held Saturday, May 7, in the Minnesota Alumni Club, Sheraton-Ritz Hotel, downtown Minneapolis. A brunch will be served at 11:00 A.M.

The citation and gold medal will be presented by University President O. Meredith Wilson. This will be the first time that both a husband and wife have been recipients of the Outstanding Achievement Award. Conrad Taeuber '27BA '29MA '31PhD, assistant director, Bureau of Census, Department of Commerce, received the award in 1959.

Guest speaker for the program will be William A. Mindak, associate professor of journalism, who will speak on "Why Women Buy."

Cost for the program will be \$3.00 per person and reservations should be made by May 4 with the Minnesota Alumnae Club, 205 Coffman Memorial Union, University of Minnesota, Minneapolis 55455.

## Juten President Of D.C. Alumni

Milford A. Juten '22BSME has been elected president, and Cyrus S. Kauffman, vice president, of the University of Minnesota Alumni Club of Washington, D.C.

Other officers for the coming year are C. Herman Welch Jr., 33Ag, secretary, and Joseph H. DeWitt '10BSChem, treasure.

Members of the board of directors are Helen Ger Olson, Arthur W. True '50BSAg, Mrs. Marian Keating, William T. Dolan '63LLB, Victor A. Christgau '24Ag and Lee B. Wallerstein '53BA.

## To Receive OAA



John S. Pillsbury Jr. '40LLB, president of Northwestern National Life Insurance Company, Minneapolis, will receive the University's Outstanding Achievement Award next month at the Senior Recognition Exercises of the Law School on June 10. Pillsbury, whose selection for the highest University award was approved last fall by the Board of Regents, also will be the speaker at the 8:00 P.M. Exercises in Northrop Memorial Auditorium. The program is open to the public.

Pillsbury, a former member of the MAA Board of Directors, is a trustee of the University of Minnesota Foundation and chairman of the University Community Development Corporation.

While at the University he was elected to membership in the Order of the Coif and was president of the Minnesota Law Review. He is a member of the Hennepin County, Minnesota and American Bar Associations and a member of the Phi Delta Phi Fraternity.

Directorships include The Pillsbury Company, Boise Cascade Corporation, Northwestern National Bank of Minneapolis, Northwest Bancorporation, Title Insurance Company of Minnesota, Minnesota Orchestral Association, Minneapolis Foundation, United Fund of Hennepin County, Upper Midwest Research and Development Council, and North Star Research and Development Institute.

## Education Alumni Honor Two With OAA

Two alumni were honored with the Outstanding Achievement Award when the College of Education Alumni Association held its annual meeting last month in the Campus Club, Coffman Memorial Union.

Honored with the University's highest honor to an alumnus were Irvamae Applegate '51MA '57PhD, dean of education at St. Cloud State College and president-elect of the National Education Association, and Fred E. Heinemann '38MA, director of teacher personnel in the Minnesota State Department of Education.

The awards were presented by William G. Shepherd, vice president for academic administration.

Dean Robert J. Keller discussed recent developments in the College and Mrs. Applegate spoke on "The Edge of Tomorrow."

Entertainment was provided by the Men's Glee Club.

## Pharmacy Alumni Meet for Breakfast

The Annual Breakfast Meeting of the College of Pharmacy Alumni Association was held Monday, May 2, in conjunction with the Min-

nesota State Pharmaceutical Convention.

Honored at the meeting were retiring professors Willard J. Hadley and Charles V. Netz.



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# Kansas Educator Receives Outstanding Achievement Award

John A. Shellenberger '34PhD, head of the department of flour and feed milling industries at Kansas State University, received the University's treasured Outstanding Achievement Award at the Eighth Annual Meeting of the College of Agriculture, Forestry and Home Economics Alumni Association last month on the St. Paul Campus.

University President O. Meredith Wilson presented the medal and citation at the 6:15 P.M. dinner, citing him for his distinction as a "skilled biochemist and expert agricultural scientist, devoted to advancing research and education at home and abroad, and as an international consultant of great renown."

Guest speaker for the evening program was Donald K. Smith, assistant vice president of academic administration, who spoke on the University's expansion plans and what they will mean for the St. Paul Campus. Entertainment was provided by the St. Paul Campus Chorus.

Shellenberger currently is vice president of the International Association for Cereal Chemistry and



received the first gold medal presented by the Association of Operative Millers for outstanding contributions to the milling industry. His publications run into the hundreds.

## Denver Chapter To Meet May 26

Election of officers and the wrap-up of the Scholarship Fund Campaign will highlight the May 26 meeting of the Denver Chapter of the Minnesota Alumni Association.

The meeting will be held at 7:30 P.M. at the Adolph Coors Company, Golden, Colorado. There will be a tour of the plant, entertainment, prizes and refreshments.

Reservations, which are limited to 100, must be made by May 15 with Dale Monk, 6122 South Crestview, Littleton, Colorado 80120. There is no charge for the evening.

## Washington Alumni Set Dinner-Dance

The Annual Scholarship Dinner-Dance, sponsored by the University of Minnesota Alumni Club of Washington, D.C., will be held Friday, May 20, in the Gold Room of the Washington Country Club, Rockville, Maryland.

A social hour will begin at 7:00 P.M. with a smorgasbord from 7:00 to 9:00.

Music will be provided by Sidney's Orchestra. All proceeds from the dance will be used for the Club's Scholarship Fund.

Tickets for the event are \$7.50 per person. Checks made payable to J. H. DeWitt, Treasurer, should be sent to Howard Hammes, 6208 Kentland Place, Springfield, Virginia 22150.

## Mortuary Science Spring Social Held

The Annual Mortuary Science Alumni Spring Social, in conjunction with the Minnesota State Funeral Directors Association Convention, was held Tuesday, May 3, at the St. Paul Hotel.

Special recognition was given to the anniversary classes of 1941 and 1951 and Alfred P. Knaeble '46AMS received the Mortuary Science Outstanding Alumnus Award.

### CHAPTER MEETINGS

**May 3** — Worthington (Nobles County) — Elmer W. Learn, Assistant to the President

**May 16** — Owatonna (Steele County) — Donald K. Smith, Assistant Vice President of Academic Affairs

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# Annual Pharmacy Banquet Scheduled Wednesday, May 18

The Eighth Annual Alumni Banquet in Honor of Graduates of the College of Pharmacy will be held Wednesday, May 18, at the Radisson Hotel, downtown Minneapolis.

The program will begin with a social hour at 6:00 P.M. in Section 2, Star of the North Hall, with dinner at 7:30 in Section 1.

A special feature of the program will be the honoring of two distinguished faculty members who will retire in June. They are Charles V. Netz, associate dean and professor, who retires after 48 years on the faculty, and Dr. Willard J. Hadley, professor, who retires after 28 years of service.

Dr. Lawrence C. Weaver, new dean, will present awards to outstanding students in the College and reunions will be observed by the Classes of 1916, 1931, 1941 and 1956.

Tickets for the banquet, at \$6.00 per person, may be purchased from the College of Pharmacy Alumni Association, 205 Coffman Memorial Union, University of Minnesota, Minneapolis 55455.

## Medical Senior Luncheon

The Minnesota Medical Alumni Senior Class Luncheon was held Wednesday, May 4, in the Main Ballroom of Coffman Memorial Union.

An alumnus or member of the faculty acted as a host for each senior student.

Guest speaker was Dr. Herman Drill '29MD, outstanding Minnesota physician.

## 1906 Reunion Set On Campus May 19

A noon luncheon in Coffman Memorial Union will highlight the celebration of the Class of 1906 Sixtieth Reunion on Thursday, May 19.

Chairman of the Class is Henry C. Mackall '06BA, Minneapolis attorney.

## Boston President



**BRYAN E. SMITH '25BS '25MA**, chairman of the boards of the Liberty Mutual Insurance Company and Liberty Mutual Fire Insurance Company, is president of the newly-organized Boston Chapter of the Minnesota Alumni Association.

A member of Theta Chi and

Delta Sigma Pi Fraternities, he is a director of Liberty Life Assurance Company, National Shawmut Bank of Boston, Health Insurance Institute of America, trustee of the American Institute for Property and Liability Underwriters, Inc., and member of the board of governors of the Massachusetts Safety Council and the Insurance Institute of America.

Other officers of the Boston Chapter are Myles L. Mace '34BSL, vice president; Mrs. Joy Winkie Viola '57MA, secretary; and John D. Lanpher '37BBA, treasurer.

Board members, in addition to officers, are Mrs. Earl T. Compton, Lawrence B. Anderson '26BA '27BSArch and Robert Aker.

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## **School of Nursing Alumnae**

### **Set Alumnae Day, Annual Meeting**

Alumnae Day and the Sixth Annual Meeting of the School of Nursing Alumnae Association will be held on the Minneapolis Campus Wednesday, May 18.

The day's activities will begin at 1:15 P.M. in the foyer of Mayo Memorial Auditorium with registration for the afternoon program, which is open to all interested persons. A registration fee of \$1.00 will be charged.

The program will begin at 1:45 P.M. with greetings from Edna L. Fritz, professor and director of the School of Nursing, and Florence Elliott Marks '53BSN '56MNA, president of the School of Nursing Alumnae Association.

Speaker for the afternoon program will be Eileen Flynn, assistant professor at the University of New Mexico School of Nursing, who will speak on "Adaptive Reaction Patterns—Implications for Nursing Science." Her 2:00 P.M. address will be followed with a coffee hour at 3:00 P.M. with a reaction panel and general discussion following at 3:30. The program will adjourn at 4:15.

Members of the Class of 1941 will be honored at the evening dinner program which will begin with a social hour at 5:30 P.M. in the Campus Club, fourth floor, Coffman Memorial Union. The dinner and program will begin at 6:00 P.M. and tables will be arranged so that classes may be grouped together. Entertainment will be furnished by members of the St. Paul Civic Opera, directed by Glenn Jordan.

Cost for the evening dinner program will be \$4.00 per person and

### **Dayton Alumni Group Sets May 20 Meeting**

An organizational meeting of the Dayton, Ohio, Chapter of the Minnesota Alumni Association will be held Friday, May 20, at the Miami Valley Country Club.

Speaker will be Garvin Eschen, professor and head of the aeronautical department at Ohio State University, and a graduate of the University of Minnesota.

MAY, 1966

## **Seminar Speaker**



reservations should be made by May 13 with the School of Nursing Alumnae Association, 205 Coffman Memorial Union, University of Minnesota, Minneapolis 55455.

### **Mortar Board Spring Banquet Thursday, May 12**

The Spring Banquet in Honor of New Mortar Board Initiates will be held Thursday, May 12, in the Minnesota Alumni Club, Sheraton-Ritz Hotel, downtown Minneapolis.

A social hour at 6:00 P.M. will precede the 6:30 dinner. Guest speaker will be Bob Ryan, KSTP radio and television personality.

The reunion classes of 1956, 1941 and 1916 will be honored and junior girls of the Class of 1967 will be guests. Classes will sit together in tables of eight.

Reservations must be made by Monday, May 9. Tickets, at \$3.95 per person, are available from Mrs. R. G. Muellerleile, 1030 Lombard Avenue, St. Paul 55105.

### **Carlson to Speak At Senior Luncheon**

Dr. Edgar M. Carlson, president of Gustavus Adolphus College, St. Peter, Minnesota, will be the guest speaker at the Annual Senior Honors Luncheon for members of the Department of Mortuary Science graduating class.

The luncheon will be held at noon Wednesday, May 25, in the Edina Country Club.

Each senior will be sponsored by an alumnus and will be presented with a gold replica of the University Regents Seal.

Athelstan Spilhaus, dean of the University's Institute of Technology, will speak on "Water, Water, Everywhere, Nor Anyone to Think" at the third and final President's Dinner Seminar this month at the Minnesota Alumni Club, Sheraton-Ritz Hotel, downtown Minneapolis. His topic will deal with proper management of both our fresh and salt waters.

The program, which is scheduled for Thursday, May 19, will begin with a social hour at 6:00 P.M. followed by a buffet dinner at 6:30. Host and hostess are Vice President and Mrs. William G. Shepherd. Shepherd, vice president for academic administration since 1963 and former head of the department of electrical engineering, will speak briefly on one of the current problems in the realm of academic administration and the decision-making process involved, prior to introducing Dean Spilhaus.

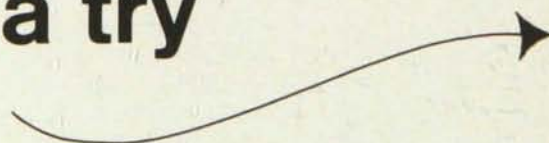
Spilhaus was born and educated in Capetown, Union of South Africa, receiving his BSc degree from the University of Capetown in 1931. He received his MS degree from Massachusetts Institute of Technology in 1933 and DSC from the University of Capetown in 1948.

Club members may make reservations by calling Robert Winrich, Club manager, at 336-3031. Cost for the dinner and program is \$4.25 per person.



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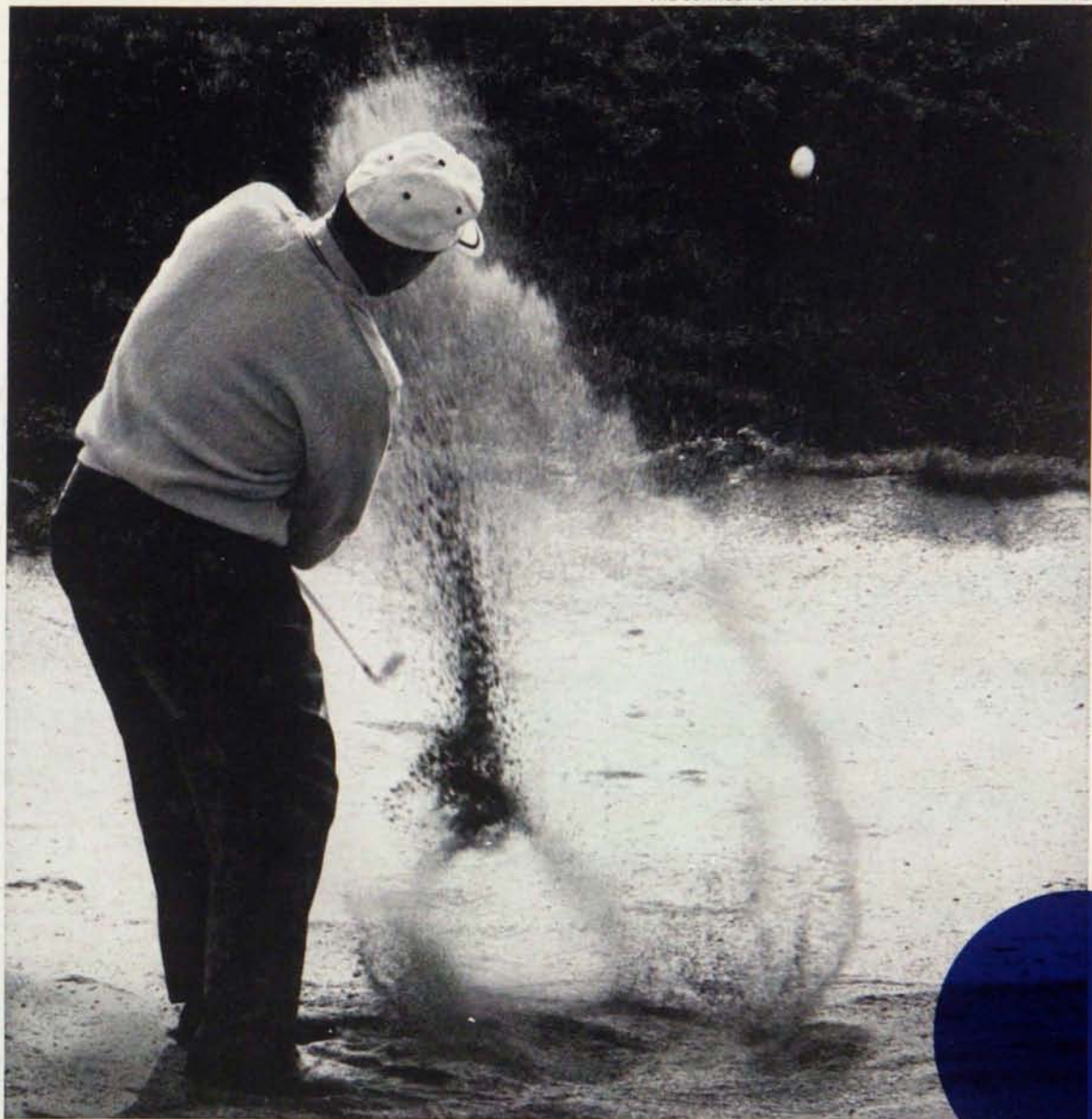
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William J. Cooper	'41	Minneapolis
Larry T. Dodge		Duluth
James A. Elowson		Duluth
Robert W. Hamel	'47	Minneapolis
F. Edward Hughes	'50	Duluth
J. Denis McCarthy, M.D.	'59	Home Office
Michael Meland	'61	Minneapolis
David L. Noland	'58	St. Paul
Charlton Le Roy Stone	'37	Minneapolis
George G. Webb	'60	Duluth



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Looking back, it was more than a broken alarm clock that a young boy found so many years ago. It was, in effect, a lifetime career.

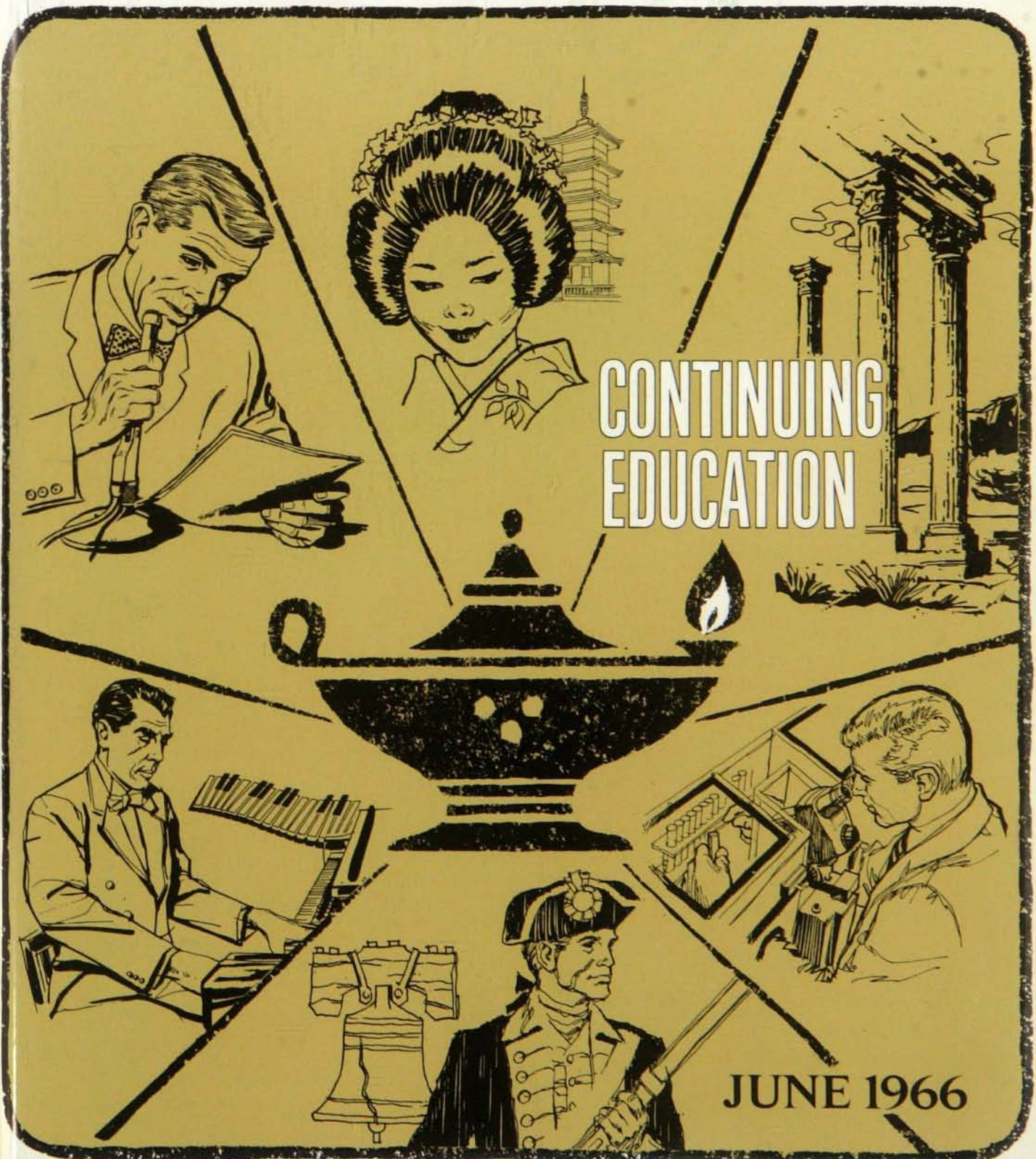
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# ALUMNI NEWS



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JUNE 1966

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# BACK TALK

Sirs:

With pride and appreciation I read, in your April issue, "The Return on the Investment." It may have been the partiality of friendship, though I do not think so, that made me consider it the most original and interesting commencement address I have ever read. If Horace Morse had set out, with a clear knowledge that death had its hand on his shoulder, to give his valedictory to Minnesota and to the world of higher education, he could hardly have produced a more cogent or thoughtful statement, or one more revealing of himself as a person, and of what he stood for.

In his last letter to me, dated April 7, he told me how astonished he was by the invitation to speak at commencement, since it is most unusual (as I knew) for the University to ask one of its own staff members to give a commencement address. Unusual or not, it was, as all who heard him must have felt at the time, an inspiration, on somebody's part, to select him.

Horace was a graduate student when I first met him, in the late 1930's, and a dean by the time I left the University in the early '40's. He was one of an able young group that the University was wise enough to recognize as potential leaders and start up the administrative ladder. My own association with Horace was closest in the two-year period of ASTP and Air Force programs, during World War II; he was coordinator, without giving up his direction of the General College, and I was his assistant. I sensed then, but came to realize fully only later, that I could not have had a more tactful, patient, and considerate superior. He had great faith in people, and let them know it. If his manner had been adopted out of mere policy, it would have had good results; but it was more than policy — kindness and total sincerity were his very nature.

You are fortunate, you people at Minnesota, to have had Horace Morse in your midst these many

years. At your winter commencement it was a particular bit of good fortune, and a way of honoring yourselves, to have chosen him to give that magnificent address — his valedictory. All the stockholders, as he called you on that occasion, must be grateful that the University, in time past, stamped him with the Minnesota hallmark, and even more gratefully aware that no alumnus could have made, through long and inspired service, a greater return on the investment.

William Peirce Randel  
Professor of English  
University of Maine

Sirs:

I was disturbed recently to have called to my attention that apparently our *Alumni News* is continuing the ill-fated and generally discredited *Literary Digest* poll techniques of the 1930's.

Unless — as I hope — I misunderstand the May stories on "The Affluent Alumnus" and "The Alumni Speak Out."

Are we really sending out broadsides to all Association members and publishing questionnaires in the *News* and then accepting the very small percent responses as representative of alumni?

The most vigorous possible disclaimers in the stories that the results represent nothing but the people who respond would still not make the publishing legitimate. Readers tend to overlook such disclaimers, and the stories get picked up and repeated without the reservations.

Moreover, if the disclaimers are sincere and serious, how can one justify the publication of the extensive results?

Our University-sponsored magazine ought to have more rigorous standards and better technical advice on surveys than are represented in these two reports.

Roger B. Page  
Assistant Dean  
College of Liberal Arts  
University of Minnesota



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ALUMNI NEWS

Continuing the Minnesota Alumni Weekly which was established in 1901, the Minnesota Alumni Voice and the Gopher Grad. Published monthly from September through June by the Minnesota Alumni Association, 205 Coffman Union, University of Minnesota, Minneapolis, 55455. Member of the American Alumni Council.

THE UNIVERSITY OF MINNESOTA  
 FOUNDED IN THE FAITH THAT MEN ARE ENNOBLED  
 BY UNDERSTANDING DEDICATED TO THE ADVANCEMENT  
 OF LEARNING AND THE SEARCH FOR TRUTH  
 DEVOTED TO THE INSTRUCTION OF YOUTH  
 AND THE WELFARE OF THE STATE

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# THE UNIVERSITY OF MINNESOTA ALUMNI NEWS

(Our 66th Year)

JUNE 1966

Vol. 65 No. 10

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Joseph H. Davidson '56BA ..... Editor  
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# MEMO

From  
ED HAISLET  
Executive Director

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TO: Association Members

SUBJECT: A good year for the Association

At the 62nd Annual Meeting of the Membership on June 7, President Ed Willson will report on the progress of the Association for the fiscal year 1965-66. Because only a few of the 24,000 members will be present to hear the report, I want to tell you about some of the things that have been accomplished this year.

Two new constituent groups joined the Alumni Association program — General College and Dental Hygiene — bringing the total number of constituent groups to seventeen. Library Science, Journalism and Hospital Administration all are considering constituent status.

The Alumni program includes the plan to visit as many of the alumni chapters outside the State of Minnesota as possible. This year eighteen chapters were visited by the Executive Director and others from the campus. They are: Southern California, Des Moines, Cedar Rapids, West Central Wisconsin, Columbus, Dayton, Cincinnati, Indianapolis, St. Louis, Milwaukee, Fox River Valley Wisconsin, Chicago, Detroit, Cleveland, Akron, New York City, Boston and San Francisco.

Two new chapters were organized — Dayton, Ohio and Boston, Mass., and one chapter, Cincinnati, reorganized. The number of outstate chapters now number 40.

There are 55 instate chapters now and Chet Tomczyk meets with each chapter twice a year. Windom was the one new instate chapter organized this year.

The membership increased this year by 1,082 with total membership now over 24,000. The past few years membership has shown a real growth.

Each five years an actuarial study is made to determine the membership fee necessary to guarantee life subscription to the Alumni News and to adjust the relationship between annual and life membership fees. The actuarial study was completed and reported to the Board this year.

The Association, which is a nonprofit corporation of the state, applied and was granted a changed tax exemption status — from social to educational.

The Alumni Fund showed a 14.73% increase in funds received and a 46.9% increase in the number of donors. The number of donors is now 8,835 with a total of 15,000 the objective within the next few years. While the money received is vitally important, the need to increase the number of donors is the main objective at this time. Alumni support of the fund is indicated both in dollar amount and number of donors.

New Articles of Incorporation were filed and new bylaws adopted to bring them up to date with present state statutes.



The Association audit procedures were surveyed; a new bonding policy adopted.

The Alumni News with its editorial policy of special issues continued to receive the commendation of alumni members.

The issue on continuing education was particularly outstanding. The Reader's Survey was continued for the third year and an Alumni Opinion Poll started.

The Alumni Club, now in its third year, had a successful year and is providing a most popular place for alumni to get together.

These are a few of the more important changes made during this fiscal year. In August, the Annual Report will be published and is available to members on request.

Sincerely,

*Ed Hauslet*



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**THE UNION CENTRAL LIFE INSURANCE COMPANY**

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In the Campus Club, atop Coffman Memorial Union on a wintry Thursday evening, 35 business and professional men, a leisurely dinner completed, settled down around seminar tables for the first of a series of searching discussions on "Problems of the Sixties."

These were busy men, leaders in their communities and their professions; successful men for whom hours of leisure are all too few. Yet given this opportunity to return to the University for serious study with distinguished professors, they had responded with an eagerness that reflected deep felt needs.

This was not a one-time thing, a few hours taken from a busy schedule to ease some twinge of conscience. Nor was it a nod to fashion. This was a commitment to study that was to reach over a period of months, with seminar meetings each two weeks and extensive reading assignments. And the seriousness with which each of the men entered into the project was reflected in levels of attendance and the excellence of the discussions.

These 35 were but a handful of the thousands whose needs for continuing education are served each year by the University through the General Extension Division. In 1965-66 more than 50,000 persons received some form of formal instruction through the Division. These are numbers that go uncounted when the University reports its enrollments. And yet they provide a major dimension of the University's service to Minnesotans.

The patterns of this instruction are rich and varied.

In the Nolte Center for Continuing Education on weekday mornings, so-called "rusty ladies" — those whose educations have been interrupted, and who seek return to the classroom — come eagerly together for seminars tailored to their needs by distinguished University professors.

In living rooms, and church parlors, and country clubs throughout the Twin City area, hundreds of persons gather each year in small groups for Neighborhood Seminars — serious study of major subjects, with University professors to lead the discussions. More than 100 of these have been held since they were first introduced in 1961.

Late in the afternoon of a wintry day, a small single-engined airplane takes off from the Anoka County Airport. Its passengers are two members of the faculty of the Department of Art. The plane lands first at Sleepy Eye where the first of its passengers, Roger Crowell, conducts

# THE ADDED DIMENSION

a seminar in Painting for Amateurs. It goes on, then, to St. James where its second passenger, Carl Grupp, conducts a similar class. Late that night, their assignments completed, the two men are flown back to the Twin Cities, to meet classes on campus next

day.

On an equally wintry evening, in the Hopkins House in suburban Minneapolis, 150 teachers, housewives, University professors and community leaders gather for a three-day seminar on Red China. Visiting lecturers include world-wide authorities brought to Minneapolis by the World Affairs Center.

In Rochester, in a specially equipped classroom, a group of 30 executives and supervisors sit taking notes, their eyes fixed on two television screens. The lecturer is in a classroom on the Minneapolis campus. Now and then, one of the men presses a button, then asks a question. The professor — in Minneapolis — replies.

In the Nolte Center for Continuing Education, doctors, lawyers, engineers — professional men and women from all areas — share in the many institutes and short courses designed to meet professional needs. Nor are these limited to the professions. The meetings are as varied as the needs they meet.

It is all a part of a dramatically expanding demand for continuing education.

A part of this demand results from the enormous changes in today's technology, and with it the great increases in volumes of available knowledge. A popular way to dramatize this is to refer to the engineer as having a "half-life" of only 10 years. Half of what he has learned at graduation will be obsolete within a decade.

Margaret Mead, anthropologist, expresses it another way: "We are now at the point where we must educate people in what nobody knew yesterday, and prepare people in our schools for what no one knows yet, but what some people must know tomorrow. We must rid ourselves of the idea that anybody can ever finish his education."

More grimly real, however, is an observation by Seymour L. Wolfbein, of the Office of Manpower, Automation and Training, U.S. Department of Labor. Speaking at a recent meeting of the Land Grant Association, Mr. Wolfbein noted that, in a particular issue of a New York newspaper in October of 1964, there appeared a news story reporting that a major corporation was releasing a substantial number of engi-

**BY WILLARD L. THOMPSON**

DEAN, GENERAL EXTENSION  
DIVISION AND SUMMER  
SESSION, UNIVERSITY OF  
MINNESOTA

ALUMNI NEWS

neers. In the same edition of the newspaper were two advertisements from the same corporation, seeking young engineers, recently graduated. The implications were clear. It was cheaper, or simpler, to hire young men, newly educated, than it was to retrain the old.

Such policy is both shattering to the individuals released and wasteful of human resources in a time in which trained minds are our greatest need. Paul H. Sheats, dean of extension for the University of California, has suggested a solution. He has proposed diplomas with built-in obsolescence. "New type diplomas that begin to disintegrate in about five years and be renewable only after a period of sabbatical leave spent on campus."

More realistic are programs of continuing education in which industry seeks cooperation and direction from colleges and universities; programs that more and more are becoming a part of the academic scene.

But it is not an expanding technology alone that accounts for the dramatic rise in demand for these programs. An important part is to be found in the newly developed emphasis on the "great society." Washington has discovered the colleges and universities of the nation as a means through which it can achieve the educational programs essential to its goals. The mounting volume of federal legislation designed to channel funds to colleges and universities in support of continuing education is a consequence.

This is not, incidentally, an unmixed blessing. The pressures that it places on institutions in which teaching resources are already heavily overburdened can bring major dislocations.

A third source of the demand for increased levels of continuing education—and this the most exciting of all—is in a growing awareness on the part of larger and larger numbers of persons, of the role of education in providing a richer and more complete life.

It is this awareness that is responsible for the increasing numbers of persons enrolling in the special programs of the Division—the Men's Seminars, the Women's Seminars, the Neighborhood Seminars, the programs of the World Affairs Center and those in the Nolte Center for Continuing Education.

It is an awareness that is imperative to a democratic

society. Three men have said it well, each in different context:

The late John F. Kennedy, president of the United States, in the Dallas speech that was never delivered had written: "In a world of complex and continuing problems, in a world full of frustrations and irritations, America's leadership must be guided by the lights of learning and reason—or else those who confuse rhetoric with reality and the plausible with the possible will gain the popular ascendancy."

The late Adlai Stevenson, in a commencement address delivered at Tufts cautioned the graduates: "The privilege—and the penalty—of your education is that over the coming decades you will be the pace setters for political and social thought in your communities. You may not accept this responsibility, but it makes no difference. It is inescapable. For if you decide to set no pace, to forward no new ideas, to dream no dreams, you will still be pace setters. You will simply have decided that there is to be no pace."

And finally, John Gardner, Secretary of Health, Education and Welfare, speaking to what he terms "self-renewal." "It is not unusual to find that the major changes in life—a marriage, a move to a new city, a new job, or a national emergency—reveal to us quite suddenly how much we had been imprisoned by the comfortable web we had woven around ourselves. . . . For the self-renewing man, the development of his own potentialities and the process of discovery never end. It is a sad but unarguable fact that most human beings go through life only partially aware of the full range of their abilities. In our own society we could do much more than we now do to encourage self-development. We could, for example, drop the silly fiction that education is for youngsters and devise many more arrangements for life-long learning."

Mr. Gardner went on to explain "When we have learned to accomplish such self-renewal without wars and other disasters, we shall have discovered one of the most important secrets a society can learn . . . and we shall have done something to avert the hardening of the arteries that attacks so many societies.

"The most stubborn protector of his own vested interest is the man who has lost the capacity for self-renewal."

## ANTHROPOLOGY

**A**nthropology, the study of man and his works, is an important and very rapidly developing discipline which uses and integrates materials, methods, concepts and approaches of the social, behavioral and biological sciences as well as the humanities.

An excellent and up-to-date survey of the entire scope of anthropology is by Hoebel (all names that will be mentioned refer to the reading list). A provocative book about the nature of the field and its relation to the humanities is by Wolf.

It is convenient to divide anthropology into two major fields of specialization. *Physical* or *Biological*

Anthropology is primarily concerned with the biological aspects and evolutionary development of the human organism. (Hulse), *Cultural Anthropology* is devoted to the comparative study of cultures, both past and present. It may be divided into six subfields:

(1) *Archaeology* seeks to uncover the remains of and learn about former ways of life; (2) *Ethnography* refers to the process describing living cultures throughout the world. Up-to-date books on Africa and American Indians are by Gibbs and Spencer, respectively; (3) *Ethnology* analyzes living creatures, studying the various aspects of a cultural system, determining how these work and how they interrelate and change; (4) *Linguistics* is concerned with the relationship of language to the rest of culture, (Hymes), the analysis and description of languages, (Gleason), the spatial relationships between languages and the processes and significance of language change. Recent anthropological linguistics have turned their attention to the dynamics of human communication, both verbal and non-verbal (Hall); (5) *Social Anthropology* is devoted to the study and function of social institutions in all types of cultures (Bohannon); (6) *Psychological Anthropology* investigates the interrelationships of personality and culture (Kaplan; Whiting).

While British anthropologists have tended to specialize in one of the subfields of anthropology, especially social anthropology, (Beattie; Evans-Pritchard), many American anthropologists have emphasized the need to be familiar with all of the subfields as well as to have a special concentration. Pressures for specialization are increasing as knowledge increases, but on the other hand it is recognized that understanding of man and his behavior requires the integration of facts and approaches derived from all aspects of anthropological study.

Interesting and important differences in theory and method are found in cultural anthropology. Whereas some anthropologists emphasize the function and interrelationships of institutions within a single cultural system viewed at a given moment of time, yet others are chiefly concerned with comparative and historical studies. Perhaps most anthropologists today find it desirable to combine in varying degree these diverse approaches.

There is also a growing tendency to generalize about human behavior and to attempt to determine some of the principles governing it. More precise and sophisticated techniques, including better use of statistics, are being developed to facilitate cross-cultural comparison and generalization (Moore).

Furthermore, a prior concern with the application to culture and personality studies of approaches from psychology and psychiatry is giving way to an expanding interest in value systems, (Kluckhohn and Strodtbeck).

Somewhat connected with an interesting involvement of anthropologists in foreign aid and public health programs, there has been noteworthy recent develop-

ment in anthropological studies of economic and political systems, (Schwartz, et al), human ecology, and the processes and problems of social and cultural change (Goodenough). Furthermore, a small but growing number of anthropologists are turning their attention to studies in Western society and culture, and a few are applying their knowledge in industry, government, hospitals and mental health programs.

Since World War II, anthropology has grown phenomenally in America, both in the number of professionals and students in the field, and in the scope and number of opportunities, research projects, and publications in anthropology. This can be attributed in large part to increasing public awareness that anthropology can contribute significantly to our understanding of other peoples and cultures and to our ability to cope with many vital domestic and international problems.

- 
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## ART

The division of Art History has consistently taken part in the Program of Continuing Education and hopes to continue doing so in the future as it feels it is particularly suited to the educational and cultural objectives of the program. Indeed one can say that the visual arts are experiencing an efflorescence unmatched at any time in history.

Although there were few departments of art history before 1900, concern with the history of art appears as early as the classical Greeks when attempts were made to define, differentiate and evaluate types of art. During the Roman, Renaissance and later periods, many books dealing with the history of art in some form were written. But the teaching of art history in institutions of higher learning is largely the product of this century and was developed first among the distinguished universities along the Atlantic seaboard. As departments of art history they were offshoots of classical and medieval archeology or Renaissance culture.

Art history traces critically the evolution of architecture, sculpture, painting and the so-called minor arts, from prehistoric times to the present. Depending upon his training, experience and available information, the art historian can bring to bear upon the description, analysis, and interpretation of the "stuff" of art history, the many factors that contributed to the creation and meaning of all works of historical art: the geographical and geological conditions which determined the basic material characteristics of a nation and its cultural products; the science and technology by which available materials were shaped for human needs—practical or spiritual; the political, social and religious forces which gave the special forms and meanings to significant works of art; the more subtle expressions of the esthetic sensibilities of the artists and their milieu; and the deeper meanings with which they were invested by philosophical speculation, religious revelation, poetic allusion, cryptic symbolism, or purely visual syntheses of color, line, texture, plane, etc.

The Studio division is less suitable to participation in the seminars of the Program for Continuing Education, but its Extension classes have contributed independently and considerably to the same objective, as the enrollments of a large number of postgraduate students in its classes testifies, to the interest in the continuation of their general culture and education.

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The Greek and Latin Classics are beginning to perform what might be called a rejuvenative function in American culture and education. As we ponder our non-occupational and leisure needs and as we look for wisdom beyond contemporary events, we are turning increasingly toward the heart of our human heritage for inspiration.

A glance at the shelves of bookstores shows one indication of this new trend. More new translations of the classical masterpieces are appearing today than ever before. The tragedies of Aeschylus, Sophocles, Euripides, Virgil's *Aeneid* abound in several new versions. The *Oresteia* of Aeschylus alone is available in four new English translations.

The University Theatre in cooperation with the Classics Department produces three classical plays a year. The Guthrie Theatre is producing the *Oresteia* of Aeschylus.

Further recognition of the need for renewed contact with the Greek and Latin classics is seen in the zeal of the new Committee for the Heritage of Greece and Rome in Minnesota, whose membership includes, besides the professorial classicists of the University area, the names of Senator Eugene J. McCarthy, Bishop James P. Shannon and, of course, Sir Tyrone Guthrie.

The Minnesota Classics Department was the first in the nation to receive a grant from the National Foundation for the Arts and Humanities, which was established by the federal government to further the humanities in the same manner as the National Science Foundation has furthered the sciences.

The funds from this grant will be used to support an Institute for the training of Latin teachers from the 50 states. Gerald Erickson and Margaret Forbes have been operating a pilot project to develop curriculum materials for a six-year program in Latin and Greek in grades 7-12 or 5-10. They use advanced methods. The children—two classes of 30 seventh graders—just love it.

The Institute will instruct teachers in the methods used. At this rate the image of Latin as a difficult and forbidding subject will soon disappear, and renewed vigor in our classical tradition should arise from the grass roots of education in the elementary and junior high levels.

At the center of all this the Classics Department itself is adding to and changing its curriculum as the enrollments in its courses expands at a rate which exceeds that of the University as a whole. New courses are being added at all levels, Greek, Latin and non-language courses, covering most of the aspects of classical culture from aesthetics and archeology through law, linguistics, rhetoric, theater and zoroastrianism (history of).

Norman DeWitt will teach an avant-garde course in the history and techniques of translating the classics for undergraduates and graduate students. William McDonald will make available the experience and results of the archeological expedition which he has been conducting in Greece for years for the University. Donald Swanson is developing a new sequence of linguistics courses on the languages of the Mediterranean region.

The graduate program is undergoing rapid development. The new rubric called "Classical Area Studies" appearing in the forthcoming edition of the Graduate Bulletin indicates the direction of developments toward a diachronic ("through time") approach to some subjects. The Department is also continuing its participation in the Cooperative PhD Program with the Universities of Iowa and Wisconsin. The students in this program spend one year at each of the three universities and a fourth year at one of the three for the doctoral dissertation. Next year the Minnesota Department will host the program. Counting these traveling students and the local graduate students the graduate enrollment is expected to exceed 40 in 1966-67.

The strengthened graduate program feeds back into undergraduate instruction. Graduate "apprentices" are used to provide more individual instruction for the undergraduates. They also relieve senior faculty from peripheral chores, such as grade processing, and enable them to spend more time with undergraduates.

What kind of jobs do graduating majors get? Ask, for example, Mary Watson, Greek major, about the number of opportunities she had to choose from. She could have gone into teaching, of course, or into graduate work in Classics or any number of disciplines for which classical training provides an excellent foundation. But she also had a choice of business management, statistical analysis, computer programing and other opportunities. She is choosing a non-academic career.

The variety of jobs available to recent graduates attests to the pre-specialization flexibility with which students are imbued by classical training.

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The Communication Program offers one course only, and that has the modest role of satisfying the

Freshman English requirement in the College of Liberal Arts. Instruction in the course is devoted to the cultivation of the arts of communication, understanding *art* in this context to mean a combination of knowledge and practical proficiency.

With its limitations, Communication makes application of only a small fraction of the subject matter suggested by its name. That fraction, moreover, is a synthesis of elements from subjects which constitute specialized interests of scholars in several academic departments, principally English, Journalism, Linguistics, Philosophy and Speech. What the elements of different subject matters have in common is relevance to the understanding and effective use of our language in the processes of communicating for expository, deliberative and persuasive purposes.

As in the past, recent developments in the course have been of the nature of adaptations to the growth of knowledge in the subjects of study which feed into the synthesis previously mentioned. Application to the arts of communication, as might be expected, lags considerably behind the research of specialists. Time is required for reflecting upon implications and following through to applications.

For example, structural grammar and transformational grammar have now begun to make their appearance in textbooks. A number of scholars believe that those grammars have implications for the analysis of discourse on a large scale—paragraph to essay—but such schemes of discourse analysis are not yet ready for classroom application.

New developments are perhaps best conveyed by a list of recent publications. The books are grouped according to their bearing on the successive concerns of the course: first, the English language; second, the rhetoric of deliberation and persuasion; and third, communication through the mass media.

#### ENGLISH LANGUAGE

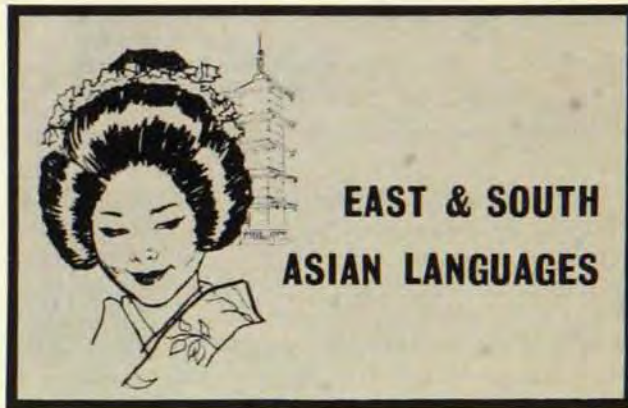
- Francis, W. N. *The English Language: an Introduction*. New York: Norton. 1965.
- Hall, E. T. *The Hidden Dimension*. Garden City: Doubleday. 1966.
- Landar, Herbert. *Language and Culture*. New York: Oxford. 1965.
- Roberts, Paul. *English Syntax*. New York: Harcourt, Brace, and World. 1964. (A programmed text, transformational grammar)
- Rogovin, Syrell. *Modern English Sentence Structure*. New York: Random House. 1964. (A programmed text, transformational grammar)
- Ullmann, Stephen. *Language and Style*. New York: Barnes and Noble. 1964.

#### RHETORIC OF DELIBERATION AND PERSUASION

- Barry, Brian. *Political Argument*. New York: The Humanities Press. 1965.
- Schwartz, Joseph and Rycenga, J. A. *The Province of Rhetoric*. New York: Ronald. 1965.

#### MASS MEDIA COMMUNICATION

- Peterson, Theodore, Jensen, J. W. and Rivers, W. L. *The Mass Media and Modern Society*. New York: Holt, Rinehart and Winston. 1965.
- Skornia, H. J. *Television and Society*. New York: McGraw-Hill. 1965.
- Thompson, Denys. *Discrimination and Popular Culture*. Baltimore: Penguin Books (Pelican). 1964.



### EAST & SOUTH ASIAN LANGUAGES

The Department of East and South Asian Languages was established as a department in 1965, offering regular instruction in Chinese, Japanese and Hindi, as well as in Thai and Tibetan, Marathi and other Indian languages. In the courses available in each language, a balance is sought among the three goals of language competence, both oral and written, the study of linguistics, and the study of literature and culture. Undergraduates may major in Chinese, Japanese or Indian. The MA is available in Chinese and Japanese, and PhD candidates will be accepted.

The East Asian Library was established in the fall of 1965 under the distinguished directorship of Dr. Kaiming Chiu, professor emeritus and past director of the Harvard Yenching Library, Harvard University. Dr. Chiu has begun the process of cataloging the present holdings and has greatly increased the rate of gross of the collection of Chinese and Japanese books. With a gradual expansion in both literature and linguistics specialties and increasing support in the form of faculty appointments in other departments concerned with the Area, East Asian studies have received tremendous stimulation in recent years. South Asian studies continue to flourish with the support of a Hill Family Foundation grant and the presence of the nationally-famous Ames Library of South Asia. Both the East and South Asian areas will be supported by NDFL Fellowships in 1966-67.

During the 10 weeks of the 1966 Summer Sessions, the Department will host the fourth Committee on Institutional Cooperation Far Eastern Languages Institute. Some 200 students and 20 faculty members from the "Big Eleven" Midwestern universities, the East and West coasts as well as Hawaii, Canada and

England will gather for intensive study in Chinese and Japanese. Course offerings cover the full spectrum of undergraduate instruction, with specialized graduate courses in language and linguistics.

## ENGLISH

In its attempt to convert belief into behavior, the English Department has contributed to Continuing Education by active participation in several of the adult seminars conducted by the Nolte Center for Continuing Education. Over the year, several professors lectured and led discussion groups for both the Ideas in America and the Arts in Reading Seminars.

Professor Robert Moore presented lectures on two 19th century novels (*Pride and Prejudice* and *Wuthering Heights*), accenting the novel in its historical perspective, contrasting the comedy of manners with the romantic point of view toward fiction. His larger aim was to speak of these standard works in such a way as to demonstrate the applicability of their themes and development to the current scene, thus connecting two classics with contemporary culture.

Professor Allen Tate offered two sessions on poetry, with an emphasis on the necessity to hear the poem in order to begin to understand it. Reading John Donne's *Valediction: Forbidding Mourning*, John Crowe Ransom's *The Equilibrists* and *The Painted Head* and T. S. Eliot's *Waste Land*, Tate peripherally accented the metaphysical element of 17th and 20th century poetry, so suited for man's attempt to find a place between pure sensation and pure reason.

Professor Dennis Hurrell spoke on drama with emphasis on Shakespeare, Congreve, Strindberg, Ibsen, Beckett and Ionesco. His intention was to trace the development of drama from the Shakespearian period with all its proper dramatic accoutrement through Congreve and the growing disintegration of form until drama was more words than theatre. The final stage, modern drama, completes the cycle so that presently drama is more theatre than words. Obviously the partial intention here was to make theatre-going a richer experience.

The short story was discussed by Miss Toni McNaron, who used a volume of K. A. Porter's stories as entry into the genre (*The Old Order*). The growing popularity of the short story was related to our ever-faster moving economy and social structure. The theme of innocence was also discussed, using James' *Daisy Miller* and Melville's *Billy Budd* as focus for remarks about the potential evil that can come from

innocence with its relative naivete coupled with its intensity.

Under the guidance of Professor A. W. Plumstead, the Ideas in America Seminar discussed *Huckleberry Finn*. This novel was presented as a distinctly "American book" in theme, and then was analyzed in relation to structure and the various criticisms of the inorganic ending. Though most members had begun by "liking" the novel, many left the session seeing it as a "better" aesthetic work.

Common to these presentations was an effort to encourage people to analyze and evaluate their reading and to acquaint them with new methods of approaching literature in various genres. The eagerness and enthusiasm of response more than justifies the time and effort for this mutually-beneficial endeavor.

The following titles of recent publication are all especially geared for adult students continuing their literary investigation.

- Barker, A. E. (ed.). *Milton: Modern Essays in Criticism*. New York: Book. 1965.
- Bush, Douglas. *Prefaces to the Renaissance*. New York: Norton. 1965.
- Daiches, David. *The Novel and the Modern World*. Chicago: Phoenix Books. 1960.
- Goldberg, G. J. *The Fate of Innocence*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1965.
- Guerin, Wilfred L., et al. *A Handbook of Critical Approaches to Literature*. New York: Harper Row. 1966.
- Kermode, Frank (ed.). *Discussions of John Donne*. Boston: D. C. Heath. 1962.
- McFarland, Thomas. *Tragic Meanings in Shakespeare*. New York: Random House. 1966.
- Martz, Louis L. *Milton: A Collection of Critical Essays*. Englewood Cliffs: Prentice-Hall, Inc. 1966.
- Matthiessen, F. O. *The Achievement of T. S. Eliot*. New York: Galaxy Book. 1959.
- Rubin, L. D. and Jacobs, Robert D. (eds.). *Southern Renaissance: The Literature of the Modern South*. Baltimore: Johns Hopkins Press. 1953.

## FAMILY STUDY CENTER

The Minnesota Family Study Center is a regular department in the College of Liberal Arts. It was established at the University in 1957 as an inter-divisional agency for the facilitation and coordination of research and graduate training for students of mar-

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riage and the family. It also became the departmental "home" for the Family Studies Program in 1959.

This undergraduate program, through its courses on the Minneapolis Campus, as well as summer, extension and correspondence offerings, teaches some 1,200 students annually. Course offerings include "Dynamics of Dating, Courtship, Marriage;" "The Home, Its Furnishings;" "Parenthood;" and "The Educated Woman in the U.S."

These courses are designed for students who seek better understanding of the human and social relations which serve as the basis for all family interaction. They are primarily directed toward a better understanding of the students themselves, as women and men, who are day by day acting out their roles as family members.

The demand for well-trained professional specialists in marriage and the family is steadily increasing, be they teachers or counselors on various educational levels, or researchers, and the Center addresses itself to this need in a variety of ways:

(1) The Family Sociology Graduate Training Program, supported financially by the National Institute of Mental Health to train family specialists. Graduate students majoring in sociology are given intensive graduate instruction in the family field.

(2) The Postdoctoral Marriage Counseling Program, also supported by the National Institute of Mental Health, which operates on three levels: (a) seminars offer theoretical work in the area of marital interaction and marital counseling; (b) a practicum experience in which trainees are placed in social and psychological agencies where they do marital counseling under agency supervision; (c) a weekly "sensitivity training" session in which trainees learn to become more insightful in their own activities primarily by having other trainees scrutinize their every move.

(3) Faculty members of the Center also offer a practicum experience in college teaching under the official course title of "Materials and Methods in Marriage and Family Education." Students - graduate students in sociology, psychology and educational psychology for the most part - are given theoretical background in seminars and at the same time observe regular instructors in their courses. The quarter immediately following this experience, the seminar members teach these courses under the supervision of the regular instructor while continuing their seminar work at the same time.

Faculty members of the Center also are in constant demand for speaking and consulting engagements throughout the University and local and state community groups. These include fraternity and dormitory organizations, PTAs, churches, Governor's conferences, national and international meetings and professional workshops. In this way, the staff shares with a wide circle of individuals their understanding and know-how of the modern American family.

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## GERMAN

Professor Cecil Wood of the German Department is conducting an experimental program, with the support of the Center for the Study of Programmed Learning, that is intended to produce a completely self-contained, programmed first-year college German course. The final product will be:

- (1) A basic program of instruction of some 400 pages;
- (2) Forty hours of practice tapes on the program contained in the basic program;
- (3) A manual describing the procedures for instruction in all phases of the course;
- (4) Forty-nine television tapes of 45 minutes which prescribe the pace and detail of the work;
- (5) Supplementary vocabulary material.

Experiments conducted toward this end in the past year have demonstrated in detail the feasibility of the drills phase of the instruction. Detailed analysis of the daily learning patterns of eight students are at present being analyzed for information about the drills phase of the program.

The experimental students are being presented with various experimental learning procedures and experimental testing procedures in an attempt to validate the learning and testing procedures.

The results of this year's experiments will be again applied to an experimental course next year, this time not of eight students, but more than 100 students, 60 of them at the University with the remainder at other institutions in the state. Purpose of this is to test a partially-validated programmed learning sequence in the German language and to examine the viability of television as an aid to the instruction of the German language.

True programmed learning eschews the use of live instructors, but the nature of language makes it impossible to dispense with living, breathing teachers of German. The purpose of the experiment is to define not only the basic program, but to examine the role of the live instructor in a beginning language program.

The results of the experiment will become available gradually as the data from this and the next year's classes have been accumulated. The publishable data will include, besides the documents, audio tapes and television tapes indicated above, and performance and test analyses of students participating in the experiment.

The basis for the experimental program is the hypothesis that language is a behavioral pattern involving a skill rather than a series of intellectual puzzles. The purpose of the experimental program is to assess the role of the teacher in a programmed language course.



The Department of History has continued to participate actively in the program for Continuing Education. Some members of the Department have participated for as many as three consecutive years, and it is proper to recognize that Professor Harold C. Deutsch was one of the organizers of the program which has proved to be so successful, and has continued to attract many who have been away from the University for a considerable period and wish to retain some association with the institution and current developments.

Five members of the Department participated in the "Culture and Society" series and four in the series entitled "Ideas in America."

Specifically, Professor Robert E. Berkhofer delivered a lecture entitled "Synchronic and Diachronic Analysis" in which he presented a topical and cross-sectional analysis of society.

Professor Deutsch delivered two lectures, the first entitled "Social Disintegration of Germany in the 1920's and the 1930's." In a second lecture, he endeavored to peer into the future in a lecture entitled "The Next Twenty Years."

Professor Robert S. Hoyt also presented two lectures in which he analyzed the institutions and the ideas which were characteristic of medieval society.

"Sumerian Civilization" was the topic to which Professor Tom B. Jones addressed himself as he considered the origins of that civilization in Mesopotamia.

Professor Burton Stein also delivered two lectures in which he discussed the culture and society of India in the light of modernization.

For the series dealing with "Ideas in America," Professor Berkhofer discussed and analyzed the ideas of Thomas Jefferson. A lecture, "The Meaning of Poverty

in an Affluent Society" was delivered by Professor Clarke A. Chambers.

After this presentation and subsequent discussion, the members of the seminar felt impelled to draft their own anti-poverty program which, in its final form, was sent to the various Congressmen representing Minnesota.

Professor John Howe discussed the "Federalist Papers" and the Constitution, and he was followed by Professor Noble who presented two lectures on "Slavery and Segregation."

#### CULTURE AND SOCIETY

Bagby, Philip H. *Culture and History*. London, New York, Longmans, Green. 1956.

Ganshof, F. L. *Feudalism*. London, New York, Longmans, Green. 1952.

Kramer, S. N. *History Begins at Sumer*. Doubleday. 1959.

Kramer, S. N. *The Sumerians*. Chicago: University of Chicago Press. 1963.

Nair, K. *Blossoms in the Dust*. Praeger. 1963.

Nehru, J. *The Discovery of India*. London: Meridian Books. 1951.

Strayer, J. R. *Feudalism*. Van Nostrand. 1965.

#### IDEAS IN AMERICA

Elkins, Stanley. *Slavery*. Chicago: University of Chicago Press. 1959.

Franklin, B. *Autobiography*. Houghton, Mifflin & Company. 1906.

Harrington, Michael. *The Other America*. MacMillan. 1964.

Jensen, Merrill. *The New Nation*. Knopf. 1950.

McDonald, Forrest. *E. Pluribus Unum*. Houghton, Mifflin & Company. 1965.

McLaughlin, Andrew. *The Confederation and the Constitution, 1783-1789*. Harper & Brothers. 1905.

Ward, Barbara. *Rich Nations and Poor Nations*. Norton. 1962.

Woodward, C. Vann. *Strange Career of Jim Crow*. Oxford University Press. 1957.

## JOURNALISM

Broadening of the roles of several of the media of mass communication, at the same time that pressure of events demands a deepening of their effort, is having a marked effect on journalism education.

One indication of this may be seen in approval this year by the Board of Regents of a change of the University's journalism unit to "School of Journalism and Mass Communication."

This ferment requires a constant re-evaluation and modification of the curriculum in order to lay a base which will assure that graduates will continue to "grow" and develop in their professional competence throughout their careers. Especially marked changes have taken place in the past two years. Modifications chiefly have been in the direction of lessening the number of required courses a journalism major must take, the offering of two courses which enable a student to begin work in journalism as early as the second quarter of the freshman year, and the shifting of content of courses to make progression in a sequence more orderly and logical. An important aim is to free the student's time and attention for a broader array of liberal arts courses. (The action of the College of Liberal Arts in the fall of 1965 abolishing the "minor" as such is another development in this direction.)

An important development in the School of Journalism scheduled for fall, 1966, is the introduction of two new courses in the area of science and technical communication. The great resources of the University and of its metropolitan setting promise to make these courses most challenging and stimulating for the students who elect them.

Use of automated equipment and processes certainly will force sweeping changes in the media in the next few years, but far from reducing demands for manpower, the change will greatly increase the need for personnel capable of using the new processes with maximum effectiveness. More than ever the School of Journalism must maintain its commitment to excellence over mere quantity of graduates. As improved mechanical processes and developments in the area called "information retrieval" make it possible to print and distribute, or broadcast, information more quickly and more broadly, the men and women in the communications media will be required to dig more effectively for that information, report more vividly, write more clearly. All this in turn imposes greater responsibility upon schools and departments of journalism to do deep soul-searching; to seek ways to serve not only undergraduates better, but to offer more and better post-graduate instruction in the form of seminars, symposia, workshops, and short courses.

Competition for qualified faculty is becoming intense, yet this is having the somewhat paradoxical effect of forcing standards up rather than diluting them. As the need for more teachers has developed, it has focused attention on better preparation for them, and is improving the conditions which make the field more inviting to the brighter, more innovative minds.

Students, despite some erroneous popular impressions fostered by the publicity given widely scattered demonstrations, are making more effective use of their time than ever before. They tend to combine

## CONTINUING EDUCATION CONTINUED

an intensely practical outlook toward their preparation for professional careers with a lively and informed interest in the great issues of society. They take their studies seriously, and nothing seems more certain than that they will continue, as professional practitioners in mass communications, to upgrade themselves through wide reading and additional courses.

A new GI bill promises to increase the already great enrollment pressures, but it will also add a new leaven to the student body, introducing added maturity and a wider range of experiences to enliven classroom discussions and to stimulate new challenges for both fellow students and teachers. It should provide an impetus toward "continuing education" for many now out in the field. The new journalists who will bubble up from all this ferment will unquestionably raise the profession to hitherto unscaled heights of perception and leadership.

- Barrett, Edward W. (ed.). *Journalists in Action*. New York: Columbia University Press. 1964.
- Bernstein, Theodore. *The Careful Writer*. New York: Atheneum Press. 1965.
- Boyd, Harper W. and Newman, Joseph (eds.). *Advertising Management: Selected Readings*. Homewood, Ill.: Richard D. Irwin. 1965.
- Blum, William. *The Documentary in American Television*. New York: Hastings House. 1965.
- Casey, Ralph D. (ed.). *The Press in Perspective*. Baton Rouge: Louisiana State University Press. 1964.
- Crane, Edgar. *Marketing Communication*. New York: John Wiley & Sons, Inc. 1965.
- Daniels, Jonathon. *They Will Be Heard*. New York: McGraw-Hill. 1965.
- Emery, Edwin (ed.). *The Story of America as Reported in Its Newspapers*. New York: Simon & Schuster. 1965.
- Hohenberg, John. *Foreign Correspondence: Great Reporters and Their Times*. New York: Columbia University Press. 1964.
- Karolevitz, Robert F. *Newspapering in the Old West*. Seattle: Superior Publishing Co. 1965.
- Kieran, John. *Not Under Oath*. Boston: Houghton-Mifflin Company. 1964.
- Lyons, Louis (ed.). *Reporting the News*. Cambridge, Massachusetts: Belknap Press. 1965.
- Rivers, William L. *The Opinionmakers*. Boston: Beacon Press. 1965.
- Rucker, Bryce W. (ed.). *Twentieth Century Reporting at its Best*. Ames, Iowa: Iowa State University Press. 1964.
- Skornia, Harry J. *Television and Society*. New York: McGraw-Hill. 1965.

# LIBRARY SCHOOL

Anthropologist Margaret Mead hints that our educational system may be obsolete. Her emphasis upon the need for *lateral* as well as *vertical* education, upon the need for education to facilitate our rapid and self-conscious adaptation to a changing world, is important and suggestive. Dr. Mead really has hold of a significant idea when she says: "We avoid facing the most vivid truth of the new age: no one will live all his life in the world into which he was born, and no one will die in the world in which he worked in his maturity." There is an implication here that librarianship is going to be increasingly important in our society in the next fifty years. The demand for more and better libraries and librarians will be even greater than it is now. To illustrate, it has been estimated that there are at least 100,000 library positions unfilled at the present time.

The minimum education for a professional librarian today is five years of college, the final year at the graduate level and terminating in the Master's degree. Why is this level of preparation necessary?

Dr. Mead gives us part of the answer when she says that the adults of the future must — not once, but continually — take in, adjust to, use, and make innovations in a steady stream of discovery and new conditions. Obviously, a librarian without a substantial background of knowledge and familiarity with the world of ideas is not prepared to play his appropriate role as a provider of this kind of information. Library schools have been considering a sixth year program in order to better prepare future librarians to meet this challenge.

Recognizing the variety of opportunities to be found in the library field today, the Library School at the University has made available a Master's degree program suitable for students with diverse educational backgrounds. For this program, essential qualifications for the prospective library student include a sound general education supplemented by an undergraduate subject specialization.

For example, it is possible for a student interested in public library work to utilize a subject specialization in such fields as sociology, psychology, history or the humanities. Anyone who might look forward to a career in an academic library could use an undergraduate major in the physical or natural sciences, the social sciences, or one of the humanities. Students interested in school library work could build upon courses in education or a teaching certificate.

The special library field has a need for students with a science background. Research libraries, business, industry and government are showing a growing concern

over the expansion and complexity of scientific and technical literature. There is an increased demand for documentalists and information specialists. Students who expect to engage in these areas of librarianship are studying the natural and social sciences. Special courses in information retrieval techniques and library mechanization have been added to the Library School curriculum.

Proficiency in any phase of librarianship remains a combination of general education, subject specialization and professional competence. Librarians continue to be involved with the organization of the whole body of existing knowledge and the whole concept of culture.

Present-day library education aims to prepare students for the inevitable changes libraries must make to keep pace with the expansion of information. Students need to be trained to make the best use of resources for communication, and these resources include both people and machines.

- Becker, Joseph and Hayes, Robert. *Information Storage and Retrieval*. New York: Wiley. 1963.
- Bourne, Charles P. *Methods of Information Handling*. New York: Wiley. 1963.
- Broderick, Dorothy M. *An Introduction to Children's Work on Public Libraries*. New York: Wilson. 1965.
- Cherry, Colen. *On Human Communication; a Review, a Survey, and a Criticism*. New York Science Editions. 1961.
- Clarke, Joan Dorn. *Your Future as a Librarian*. New York: Rosen Press. 1963.
- Conference on Libraries and Automation*. Airlie Foundations, 1963. Washington: Library of Congress. 1964.
- Corbett, Edwund V. *In Introduction to Librarianship*. London: James Clarke & Co. 1963.
- Ennis, Phillip H. and Wenger, Howard W. *Seven Questions About the Profession of Librarianship*. Chicago: University of Chicago Press. 1962.
- Evans, Luther H. and Arnstern, George E. (ed.). *Automation and the Challenge to Education*. National Education Association. 1962.
- Fenwick, Sara. *New Definitions of School Library Service*. University of Chicago, Graduate Library School. 1960.
- Lee, Marshall. *Bookmaking: The Illustrated Guide to Design and Production*. New York: Bowker. 1965.
- Logsdon, Richard H. and Irene K. *Library Careers*. New York: Henry Z. Walch, Inc. 1963.
- Manley, M. C. *Special Library Profession and What It Offers*. New York: Special Libraries Association. 1938.
- Smith, Roger H. *The American Reading Public: What it Reads, Why it Reads*. New York: Bowker. 1964.
- Swanson, Don (ed.). *Intellectual Foundations of Library Education*. Chicago: University of Chicago Press. 1965.
- Vickery, Brian C. *On Retrieval System Theory*. London: Butterworth. 1961.

# MIDDLE EASTERN LANGUAGES

The Middle East stands at the crossroad of three continents. It has played an important role in world history in ancient, medieval and modern times. Its importance does not lie solely in the Suez Canal and oil, but in the many contributions to Western Civilization from time immemorial. It is the home of the alphabet, and the birthplace of the three great monotheistic religions—Judaism, Christianity and Islam—that have played a great role in the life of mankind.

There has been a great interest in Middle Eastern studies in our academic institutions. Although Arabic, the language of some ninety million people, has been taught at the University of Minnesota for a number of years, the need for the study of more Middle Eastern studies has been felt for some time. This awareness led to the establishment of a full-fledged Department of Middle Eastern Languages in 1965.

The department aims to acquaint the student with Middle Eastern languages, in order to enable him to read and do research in these languages and their literatures; to equip him with a speaking knowledge of at least one Middle Eastern language; and to acquaint him through original texts and through English translations with the culture of the peoples of the Middle East.

The department offers at present a major in Arabic and looks forward to offering a major in Hebrew within the next two years.

The department offers courses in Arabic and Hebrew at the elementary, intermediate and advanced levels. Among its other offerings are courses in Arabic literature, the development of the Arabic language, history of the Arabs, intellectual life in Islam, Hispano-Arabic culture; Ancient Israel, comparative Semitics, Ugaritic and Aramaic, and others. The department closely cooperates with the Romance Languages and History Department in the cross-listings of the following courses: Hispano-Arabic Culture, Ancient Israel and History of the Arabs.

The department has in one year undergone a broad program of expansion. It has presently three full-time faculty members, and two teaching assistants. It is increasing its staff for the next academic year with the addition of a Hebraist.

An intensive course of Arabic will be offered at the University Summer Session for the first time. The course will deal with beginning Arabic; grammar, vocabulary and the reading of easy texts with constant

drills and laboratory aids. It will cover an entire year's work. It is open to anyone, and can be used to help fulfill a student's language requirement.

Both Arabic and Hebrew possess rich literatures of long standing. It suffices to say that Hebrew is the language of the Bible, and that of some ten million speakers—not to mention its significance among Christians.

Arabic has also great religious significance among some 400 million people. It is the predominant language of the Middle East, spoken by about ninety million people, living in Morocco, Algeria, Egypt, Tunisia, Libya, the Sudan, Lebanon, Syria, Iraq and the entire Arabian Peninsula.

All in all, the department hopes to meet the growing needs of students who may wish to pursue scholarship, engage in business, or work for the government and international agencies.

## CONTINUING EDUCATION CONTINUED

### ARABIC

Abdo, Daud A. *A Course in Modern Standard Arabic*, 2 Vols. Beirut. 1962-64. With tapes, \$5.00 each volume.

Cowan, David. *Modern Literary Arabic*. Cambridge. 1964. \$2.45.

### ARABIC CULTURE AND LITERATURE

Boer, Tjitze J. *History of Philosophy in Islam*. Translation by E. R. Jones. London. 1933.

Brockelmann, C. *History of the Islamic Peoples*. London. 1949.

DeLacy, O'Leary. *Arabic Thought and its Place in History*. London. 1922.

Faris, N. A. *The Arab Heritage*. Princeton. 1944.

Gibb, H. A. R. *Mohammedanism*. Mentor Books. 1955.

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Guillaume, A. *Islam*. Penguin Books.

Guillaume, A. and Arnold, Sir Thomas, (ed.) *The Legacy of Islam*. Oxford. 1931.

Hitti, P. K. *History of the Arabs*. MacMillan, London. 1946. (3rd ed., rev.)

Kirk, E. C. *A Short History of the Middle East*. New York. 1959.

Lewis, Bernard. *The Arabs in History*. London. 1954.

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### HEBREW

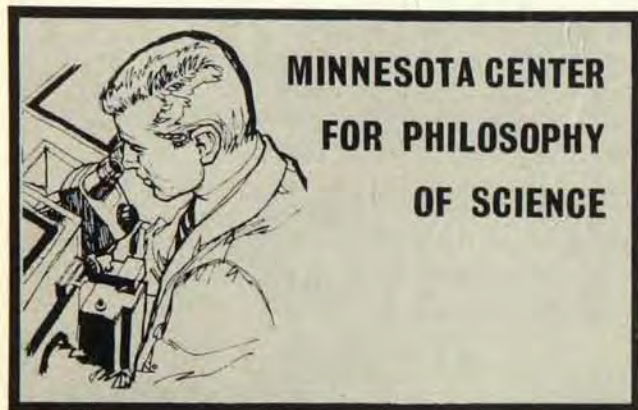
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Rosen, H. B. *A Textbook of Israeli Hebrew*. University of Chicago Press. 1962.

Spiegel, Shalom. *Hebrew Reborn*. Meridian. 1962.

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Hahn, H. F. *The Old Testament in Modern Research*.  
Muhlenberg, 1954.  
May, H. G. *Oxford Bible Atlas*. Oxford University  
Press, 1962.  
Pritchard, J. B., (ed.). *The Ancient Near East, an  
Anthology of Texts and Pictures*. 1965.  
Speiser, E. A. *At the Dawn of Civilization*. Rutgers,  
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Speiser, E. A. *Biblical Archaeology*. Westminster, 1957.



The Minnesota Center for Philosophy of Science was established in September 1953. Its work concentrated during the first three years on research in the logical and methodological foundations of psychology; and since 1956 on the philosophical foundations of physics, along with renewed studies in the philosophy of psychology, and investigations in the logic and epistemology of scientific hypotheses and theories. The basic aim of the Center's endeavors is to achieve a better understanding of modern science. In an era in which there is the much-deplored and discussed "Cleavage of our Culture"; i.e., an increasingly-dangerous overspecialization among scholars, both in the Sciences and the Humanities, "bridge-building" activities are clearly called for.

Three substantial volumes of *Minnesota Studies in the Philosophy of Science* have been published, and a fourth is to appear shortly. Work on our fifth volume has been carefully planned, and several of its essays exist already in preliminary form. Outside of the Minnesota series, one book, *Current Issues in the Philosophy of Science*, was published in 1961 by Holt, Rinehart and Winston in New York.

The Minnesota Center for Philosophy of Science enjoys a solid reputation amongst the world's scholars. Visitors or collaborators from many countries have come (and more are to come in the future) to the Center. Many of them are internationally-distinguished scientists or philosophers.

'Team work' is the motto of the Center—in contrast to the individualistic isolation of traditional phil-

osophical speculation. Intensive and continual discussion has accelerated our progress towards clarity regarding the conceptual foundations of science. Various types of conferences have been held at the University of Minnesota, at Princeton University, at the University of Pittsburgh, at the University of California at Los Angeles and at the American Association for the Advancement of Science meetings in Chicago (1959) and Denver (1961). In the next five or six years the Center is planning to continue its work in the foundations of physics, psychology and biology, and some aspects of the social sciences. For some later period we are tentatively planning research on the topic "Modern Science and the Foundations of Ethics" (or: "Science and Human Affairs").

One of the most important expansions of the Center's program will be in the area of the *History of Science*. We are now considering—for temporary (or preferably permanent)—appointment to the Center's staff, several candidates for the position of *historian of science*, fully competent in this field, but also thoroughly conversant with, and interested in, the logic of modern science.

It was agreed that the Center would devote its activities to research; all teaching and supervising of graduate students (e.g., work on theses in the area of the philosophy of science) was to be carried on through our part in the Philosophy Department. Practically all of the visitors to the Center (many of them of international repute) gave lectures, presented seminars or colloquia discussions, even advised individual graduate students, and thus were of great benefit, especially to our more advanced students.

(For example, during the fall quarter of 1962 we had five professors jointly offering a seminar in the philosophy of physics to an audience of about fifty persons, about 20 graduate students registered for credit; the rest were auditing, again graduate students of the sciences and/or philosophy, and quite a few faculty members.)

The Minnesota Center for Philosophy of Science was the "pioneer" in its academic field. Several of our ablest one-time visitors have learned from us, and have established Research Centers or Departments or "Programs" of their own elsewhere; as e.g., at the University of Pittsburgh, at Indiana University, the University of Delaware, the "Boston Area Symposium", Denver University, etc. Minnesota refuses to fall behind its imitators and competitors.

(Needless to say, we are immensely pleased to have "competitors", most of them are excellent, and we enjoy their most amicable cooperation, exchange of ideas, and occasional joint conferences. These conferences and mutual visits are highly stimulating and intellectually profitable, but they require at least some modest financial support.)

As an innovation, the Center plans to award at least two fellowships (or stipends) to outstandingly excellent and well-prepared graduate students who desire to work on their PhD theses in one or the other

areas of the philosophy of science. The Center keeps receiving inquiries from such students (both in the United States and from abroad), and can accommodate them only uncertainly and with makeshift arrangements. As indicated above, our educational function is a vital part of our endeavors. And a new crop of young philosophers of science is urgently needed in order to satisfy the vastly-increased demands of most universities and colleges in the United States.

In view of the vital need of modern philosophy of science for close collaboration with the history of science, the Center is planning to appoint a highly competent historian of science to its permanent staff. It is possible that such a scholar might be employed (part-time) also by our Philosophy Department, in which case perhaps the Center would not have to carry the entire burden of his salary. Hopefully, also, the University may — in a few years — be able to provide for the entire salary of such a historian of science.

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**"Imagine that you are going to compose a piece of music. The piece will be in one movement. It will have the musical qualities that you most admire, set in a form that you think would be most effective to your ideas. Describe it in words with diagrams if necessary."**

**T**his assignment recently was given to a large class of non-music majors in the latter weeks of an Introduction to Music course. The depth of imaginative energy displayed in the results staggered the instructor. Revealing, too, were the large number of students whose schematic plans for their "imaginary" piece could only have been realized by musical textures and styles of the 20th Century: sensitivity to

the power of dissonances, to the expressive and unorthodox combinations of instrumental and vocal timbres, sensitivity to an overall shape and direction freed from the clichés of musical form in textbooks — these were some of the specifically 20th Century qualities in their work.

How much more would a composer, past or present, have valued an audience for his music whose perceptions were trained to see and feel the possibilities of music from *inside* the medium; rather than the kind of audience we are mass-producing right now; nurtured on the watered-down material of music history and theory in some pompous textbook on the enjoyment or appreciation of music.

Our educational system does not give enough scope to this inner source of creative energy and imagination. Nor do our concert halls and recitals often enough support the modernity of this vision with music of our own century: music that has realized over and over again the qualities described above.

What is more, our music curricula are, for the most part, hopelessly inadequate to awaken this vision even within the future professionals in their own field. We educators in our zeal to overcome the real problems of ignorance and technical insufficiency in our students often forget that the subject matter of music is real music. All the music history, theory, methods courses, bands and choruses will not guarantee the awakening of an *active* musical imagination: one that gets involved with the material and with the progress of a piece of music.

To be able to become involved in the inner process and progress of a piece of music is as significant as the ability to respond to form in a painting, or to respond kinesthetically to the dancer's movements, or to be moved by the full range of meaning in a poet's image. Anything less than this is mere "art appreciation."

These analogies between music and the other arts can be very suggestive to a teacher: perhaps the training of the imagination must go along with the developing of technique. And perhaps we could even use these analogies among the several arts to work out a way to train both technique and imagination. Let us explain:

If art, music, dance, poetry have qualities in common, could these arts not be combined so that their similar qualities reinforce each other — as two sound waves do when they are "in phase?" Or could two separate arts actually act as a kind of *counterpoint* to each other by contrasting their *different* qualities simultaneously?

Such possibilities recently were explored in a unique way by members of the University's Music, Art, Theatre Departments with the aid of dancers, as well. In a series of TV programs on KTCA in the Twin Cities this winter, called *Sight, Sound and Movement*, members of these departments moved out of their painting studios, their practice rooms and classrooms into a common environment in which they could try to

develop a new medium. This composite medium, they felt, would first of all have to find forms that could really justify the simultaneous combining of the several art activities.

The attempt was a novel one for most of these artists. They decided that the only way to find the right relationship between the different art media was through a kind of controlled improvisation: the musician responded in sound to the dancer's motions, the dancer to the music, the painter to visual qualities of the dancer's movements, or to the tonal color and shape of the music, and so on. Some elements in the "performance", however, were decided on an advance. For example, the painter might use only angled shapes such as triangles and rectangles, etc.; the dancer would plan on gestures, postures and motions that were angular or abrupt; the musician would use, for example, dissonant intervals or melodic lines with extreme leaps. The role of drama and poetry in this was only briefly touched on.

The process of give and take between the different arts was real and very exciting to the artists and to the viewers. There were, at the same time, definite limitations discovered: for example, dance and music progress in time and *can* move at the same rate of flow. But painting exists in space and the act of painting is usually not considered part of the final product. In the last 20 years, however, the development of *action painting* has emphasized the importance of the actual process of painting. Painting could at times almost resemble rhythmic dance-like motions which produced a visual image on the canvas. Jackson Pollock's method of painting is a good example.

But in spite of the uncertainties of experimentation, all the participating artists felt they were onto something fruitful and potent. The arts *can* work simultaneously; not in such traditional ways as opera, ballet, book illustrations, but in a new yet uncharted medium with its own forms, its own style.

To return to the education of musicians: the implications of all this are many: young people, for example, like to improvise spontaneously but lack both technique and an up-to-date musical tradition that gives guidelines for improvisation. Could not young people at any age be led to improvisation in the kind of mixture of media described above? Through observation of the other media, both impetus and guidelines for improvisation could be found. The experience would induce in the participants a genuine need for technique in order to realize the demands of their own responses. The teacher's role as guide, critic and technical instructor would be vital.

This is training of the imagination.

(Information on the series of TV programs, *Sight, Sound and Movement* can be obtained from KTCA-TV, 1640 Como Avenue, St. Paul, Minnesota; Frederick Hayman-Chaffey, Department of Art; or Daniel Goode, Department of Music.)



## POLITICAL SCIENCE

A short, lucid introduction to the field of political science in recent years and to the important methodological and substantive issues in political science can be found in Frank Sorauf's *Political Science: An Informal Overview*. Those who want to delve directly into the type of work now being done in political science will find Wolfinger's new *Readings in American and Political Behavior* to be both well selected and thoroughly comprehensive for so small a book.

One of the areas of political science of immense importance both for the field and for democratic progress throughout the world is the material on political and economic development. An arresting theory is to be found in Holt and Turner's *Political Basis of Economic Development* and a supplementary treatment can be found in David Apter's *The Politics of Modernization*. Almond and Verba's *The Civic Culture* discusses the attitudes toward politics and the society of people in several different countries, now in an abridged paperback edition.

Stanley Hoffman's *In Search of France* deals with changes in attitudes in development in that country. Russett's *Trends in World Politics* provides a small but highly useful compilation on societies and their interrelationships. Zagoria's *The Sino-Soviet Conflict* provides an authoritative discussion of one of the leading world phenomena. Fogelman's *Hiroshima: The Decision to Drop the A-Bomb* is a compilation of readings of one of the more dramatic aspects of international politics passed, while Sapin's *The Making of U.S. Foreign Policy* describes the machinery involved in dealing with international conflict and its control.

Murray Edelman has written an important treatment of the *Symbolic Uses of Politics* which deals with some of the psychological aspects of political argument and societal control. Robert Alford in his *Party and Society* deals with social class as a phenomenon in political choice while Milbrath summarizes the material on political involvement of all classes in his *Political Participation*.

On the more institutional level of American politics, Nelson Polsky and Aaron Wildavsky have written *A Study of Presidential Elections* while Samuel Krislov treats *The Supreme Court in American Poli-*

*tics* and Allen Sindler, *Political Parties in the United States*. Theodore Sorenson's *Decision-Making in the White House* deals with the process of decision from the presidential standpoint by a man who was intimately involved. All of the latter are in paperback.

Some of the substantive issues of American politics have also been well treated in the past few years. Chase and Dolan have presented *The Case for Democratic Capitalism* while Benjamin Lippincott deals with the phenomenon of the totalitarian party in a democratic society in his *Democracy's Dilemma*. Joel Grossman had discussed the selection of judges, particularly the role of the American Bar Association in the process, in his *Lawyers and Judges*, and Alan Grimes has discussed the recent race controversy in historical perspective, including discussions on other forms of discrimination, in his *Equality in America*.

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## PSYCHOLOGY

Alumni who chose psychology as their major subject at the University of Minnesota have by now become accustomed to the rapid growth of their field of interest. These reports for the *Alumni News* have in recent years outlined the major directions of change in both the scientific and professional sides of psychology. It will not come as a surprise that these changes have been reflected in the makeup and practices of the Minnesota Department of Psychology.

Introductory Psychology (Psy. 1 and 2) now is offered on closed circuit television in response to the continuing high enrollment demand. Plans are under way to produce a new series of introductory lectures which will be presented by several department members representing various areas of specialization. The integration and coordination of the course as a whole will be directed by Dr. John G. Darley, chairman of the Department of Psychology.

Laboratory Psychology (Psy. 4 and 5) has in recent years been taught in the new instructional laboratory in Wesbrook Hall. The former laboratory for undergraduate instruction has been transformed into a research laboratory for physiological and comparative psychology. Monkeys, opossums, cats and mice now occupy the area where students formerly traced their star-patterns in the mirror-drawing experiment.

Changes of this order have tended to disperse the areas on campus where psychology is taught and where research is carried out. Within a few years, however, it is planned that many of these activities will be re-centralized in a wholly remodeled and expanded department, housed in its present location and in the adjoining building now occupied by the State Board of Health. Already our faculty has been augmented to a degree where a returning alumnus must search the department directory a bit to pick out the names of former instructors. Staff expansion has made possible the enrichment of the undergraduate curriculum through new courses and a greater variety of honors sections. Graduate programs, too, have profited, as have the research and scholarly functions of the department.

One typical new development is the Center for Research in Human Learning, now completing its second

year of operation. In this Center, which is supported by the National Science Foundation and the National Institute of Child Health and Human Development, specialists in the psychology of learning from several University departments have been brought together to form a graduate training and research facility of unusual scope. Within the Center can be found an emphasis on the applied psychology of learning, as in programmed learning, as well as the more theoretical areas, including animal studies of basic learning processes, research on human cognitive development and psycholinguistics.

The intellectual ferment associated with the activities of the Center for Research in Human Learning in many ways parallels the recent trends in psychology as a whole.

For over 100 years, psychology has stressed its youthfulness as a science. It may be that it is now ready to examine its subject matter with an independence more characteristic of maturity. Six of the seven volumes of *Psychology: A Study of a Science* (Koch, Sigmund, (eds.), New York: McGraw-Hill, 1959 and following) have now been published and they have already prompted such lively appraisals as appear in the paperback *Behaviorism and Phenomenology: Contrasting Bases for Modern Psychology* (Wann, T. W. (ed.), Chicago: University of Chicago Press, First Phoenix Edition, 1965.)

Also suggestive of a growing maturity of outlook is the increasing recognition of psychology's own past. Last year, the American Psychological Association added still another division to its organization—the Division of the History of Psychology.

Richard J. Herrnstein and Edwin G. Boring have compiled *A Source Book in the History of Psychology* (Cambridge, Massachusetts: Harvard Press, 1965.) which is congruent with this new concern. Coupled with the continued explosion of new research findings and the expansion of professional psychology, these considerations of the origin and basic character of psychology may foreshadow a new period in the evolution of psychology.

## ROMANCE LANGUAGES

The Department of Romance Languages continues to grow in size and quality. The large French and Spanish sections increased by 10%; the Italian enrollment has quadrupled in 2 years; the Portuguese pro-

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gram, created in 1964 expanded by 150% this year. The intensive drive towards greater efficiency in language learning and more creativity in literary studies has not diminished.

The undergraduate programs re-organized since 1963, including an augmented Honors program for superior students, additional literature courses conducted completely in the foreign language, a rigorous audio-lingual beginning language sequence, have been meeting the needs of a new and more demanding generation of students. The reading standards in the fourth quarter and beyond have been raised; the new composition and stylistics courses exact higher performance in the written skills during the second and third year. Finally, four new courses in phonetics, diction and theater are being added or modified next year, all four stressing greater fluency and naturalness in the spoken language. Some of the recent changes, as well as the new appointments to the staff, are in preparation for the considerable expansion that should result in 1967 from the two year foreign language requirement approved this year by the College of Liberal Arts.

In the selection of graduate students the Department remains competitive among the major universities in the nation, thanks to increased stipends for Teaching Assistants, Associates and Instructors, thanks also to the NDEA fellowships awarded for 1966-67 to Ph.D. candidates in French and Spanish. Other grants have been made available to students working towards the M.A. or Ph.D.

The strength of the staff has improved even in the face of a serious shortage of well qualified teachers everywhere. The firm and patient policy of not appointing persons of minor merit, even when reduced staff results in increased advising and other non-teaching duties for a few professors, has produced good results. During 1965-66 five Visiting Professors enriched our offerings and made a valuable contribution to the Upper Division and graduate students. Three excellent new professors will join the staff in September 1966 and other interesting appointments have been made at the lower ranks. At least two Visiting Professors will add yeast to the programs.

Two members of the staff are on leave during 1965-66, Professor Walter T. Pattison spent most of his sabbatical year in Spain doing research on naturalism, published the *Historia externa del naturalismo en España* and is currently working on a study of Emilia Pardo Bazán. He also expects to publish a textbook on Spanish Culture and Civilization soon. Professor Ricardo Narváez had a Fulbright lectureship at the University of Navarre to teach English to Spanish students. Earlier Professor Rodolfo O. Floripe returned to the Department after spending six months studying the social novel in Chile and Argentina. The Chairman of the Department, Professor Armand A. Renaud, will be on sabbatical leave next year to do research in France, Germany, Italy and Spain on the literary baroque. In August he will give a paper at the triennial

meeting, in Strasbourg, of the International Federation for Modern Languages and Literature.

### Spanish

The Spanish play presented this year by the students was *El Tintero* by Carlos Muñoz, one of Spain's leading young contemporary playwrights. Directed by Mr. Roy Osman and Professor Arturo Serrano-Plaja it was a great success. The latter continued to publish creative and critical works during the year. His book of poems, *La Mano de Dios pasa por este perro* was put out by Editorial Adonais, in Madrid. An essay on "The Absurd in Calderón and Albert Camus" is included in a book of homage to the memory of his old friend, Jean Sarrailh, formerly Rector of the University of Paris. Professor Serrano-Plaja also wrote an article on "Arte Comprometido" in a volume dealing with freedom of the writer published in Buenos Aires: *Expresión del Pensamiento*. One more work, a comparative study of the influence of Cervantes on Mark Twain and on Dostoievski, is in the press. We mentioned Professor Pattison's publications above. Miss Constance Sullivan, who joined the staff last Fall, is working on a study of Galdos. Dr. Russel G. Hamilton, who is in Portuguese and Spanish, gave a paper at the annual MLA in Chicago; the subject was the contemporary Brazilian novelist Graciliano Ramos.

Visiting Professor José Ramón Marra-Lopez, well known Spanish essayist and critic of the *Revista Insula*, gave courses on the contemporary Spanish novel and theater in the Fall and Winter quarters. Dean Martin Noel of the new John F. Kennedy University, and Professor of Spanish-American literature at the University of Buenos Aires, offered a course on the Contemporary Latin American Novel and a seminar on contemporary Spanish-American literature discussed in the context of contemporary European culture.

### Portuguese

Since its inception in 1964, the Luso-Brazilian program under the direction of Dr. Hamilton has grown so steadily that a minor in Portuguese and a combined Portuguese-Spanish major will be offered next year. At the Upper Division level the section now offers courses in composition and in conversation as well as a three quarter survey of the literature of Portugal and Brazil. More credits at both the undergraduate and graduate levels may be earned through Directed Readings. A major is planned for 1967. It is already possible to present Portuguese as a minor for both the M.A. and Ph.D. With the help of a Ford Foundation grant in Latin American Studies, a second member was added to the program last Fall, Miss Yvonne Bretoi.

Professors Floripe and Hamilton participated very actively in the 1966 Minnesota Symposium on the "United States and Latin America" at which Dr. Juscelino Kubitschek, former president of Brazil, was the featured speaker. The Twin Cities press and the academic community expressed great interest in Kubitschek, who is best known as the president who "woke the sleeping giant" because he opened up the Brazilian

west with the construction of the new capital Brasilia. Dr. Hamilton was the president's interpreter for the press and at the official reception. For an appreciation of what is happening in Brazil Dr. Hamilton recommends reading *The Economic Growth in Brazil*, by Celso Furtado; the translation was published by the Berkeley, University of California Press, 1963.

#### Italian

The enrolment in Italian continues to grow. When Italian I was also offered in winter quarter as an experiment, 42 students registered. Since the Italian classes introduced last summer attracted many students during both sessions they will continue to be offered during the summer.

Professor Elizabeth Nissen, the Director of the Italian program, retires in June 1966 after many years of devoted service to the University. Dr. Arshi Pipa, now at Berkeley, will join the Department in September as an Associate Professor in Italian.

#### French

It was a year of experimentation for the French section. The re-organization of the programs undertaken three years ago has been encouraging the students and the staff to do something different. Instead of presenting one play the students chose to concentrate their efforts on the creations of a contemporary dramatist who reflects a preoccupation of the time, the absurd; this was called "Une soirée avec Ionesco". Mr. Marry Hughes, a recently appointed Instructor in French, supervised the production. In the Fall Professor Renaud offered a series of 14 illustrated lectures on "Molière and the Human Comedy" over KTCA-TV. Mr. Morot-Sir, Cultural Counselor of France, Mr. Payson Call of the Guthrie Theater, Professor Frank Whiting of the University Theater, several other members of the faculty and graduate students participated as guests. Professor Joseph Waldauer, the Diderot specialist and 18th century scholar who joined us in September, will teach one course next year in the Humanities Program. Dr. Waldauer's book on Diderot has been receiving high praises from the critics. A great deal of creative ferment resulted this year from the presence of three very stimulating Visiting Professors in the French section of the Department. Professor Bernard Weinberg, noted Renaissance scholar and critic, Chairman of the Department of Romance Languages at the University of Chicago, came to the University as the Hill Foundation Distinguished Visiting Professor in French and Comparative Literature. His seminar on Rabelais, his courses on Formal Analysis in Literature and Sources of the Continental Renaissance proved popular and stimulating. Professor Jacques Salvan, author of several books including the famous *To Be and Not to Be: an Analysis of Jean-Paul Sartre's Ontology*, taught French Culture and Civilization since the Revolution — the third quarter of a year sequence that begins with the Gauls and Rome — and offered two courses primarily for graduates: the Rise of Romanticism and, as a seminar, the Existentialist Novel of Sartre and Camus. The third Visiting Profes-

or, Dr. Jacques Dubois, a young but already distinguished scholar from the University of Liège, taught undergraduate and graduate courses in the 19th and 20th centuries including a seminar on the experimental form in the contemporary French theatre.

Several persons have been appointed at all ranks, including two outstanding younger scholars who will join the French staff as Associate Professors. Dr. Claude Francis, who comes to us from the Sorbonne, Laval University and UCLA, has a special interest in dramatic literature from the Renaissance to the 20th century, and will also teach courses on the poetry of the 17th and 20th centuries. Dr. Peter W. Lock, a specialist in Balzac, will offer courses on the novel of the 19th and 20th centuries. He did undergraduate and graduate work at Oxford, took a Ph.D. at Berkeley and has recently been teaching at Dartmouth.

All five of the outstanding guests in the Department of Romance Languages generously participated in other University and community activities. Their stimulating presence extended in speaking engagements to the colleges in the Twin Cities and the area. Through their courses, their enthusiastic involvement, their ready availability to undergraduate and graduate students, all five Visiting Professors proved the experiment so valuable that a continuation is planned.

Next year two Visiting Professors will be on the French staff and probably at least one in Spanish. Dr. Jean R. Mouzat, the author of several books and articles on the Troubadours, will teach Old Provençal and Old French language and literature. Dr. Jacques Salvan will come back in the Fall to offer courses on Baudelaire, Symbolism and "la littérature engagée".

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The intellectual culture of contemporary man was formed in large measure in the University. Both this intellectual culture and the social institutions in which it was transmitted (such as the University) were shaped by the needs of men flourishing in distinctive communities - cities and nations.

Communities are shared ways of life. They have two distinct, though interrelated, properties: A set of values and attitudes and an array of techniques, tools, and methods by which these values and attitudes are implemented. The intellectual culture embodying the distinctive values and attitudes of Western man is generally known as Humanism. It is a man-centered value system conceiving the highest of all values to be the fullest possible self-realization of the individual person. The intellectual culture embodying the distinctive tools, technologies and methods of Western man is generally known as Science. It is characterized by turning mathematics into a tool for the study of nature and proceeding, when possible, on the basis of value neutral experimentalism. It has given Western man an unparalleled power over physical nature and worked profound revolutions in the relation of man with man. The Humanities (embodying the things Western man deems worth while for their own sake) and the Sciences (embodying the ways in which Western man typically solves his problems) are the oldest faculties of the University.

The most profound development in the intellectual culture of Western man in the nineteenth and twentieth centuries is represented by the rise of the Social Sciences, led by Sociology. The Social Sciences were inspired by the vision of bringing the value systems and methods of Western man together into a single perspective: implementing his social and cultural (as well as his physical) objectives with the new powers of science; applying the procedures that have proved so powerful in dealing with the physical world to man himself.

However alluring the program of the social sciences, it turned out to be no easy path to the promised land. Repeatedly the value-neutral requirements of the scientific method have clashed with the value-orientations of the humanism. Yet, contemporary man has been willing neither to abandon society and culture as improper fields of scientific endeavor, nor to abandon the value systems by which he assigns significance to himself and his world. Because of this conflict, the state of sociology itself is one of the enduring concerns of sociologists.

The major division of sociological theory is drawn in contemporary America between those persons who reason from the primacy of society over the individual (Functionalism) and those who reason from the primacy of the individual over the collective (Social Behaviorism). In various ways the traditions of Humanism and Science are interpreted by the schools of theory.

## SOCIOLOGY

In the attempt to assess the significance of social events and apply the methods of science to them, the big problems of sociology are: social structure and social change. The critical interest in social structure centers on the rise of the large-scale (sometimes called formal) organization such as the great corporations, bureaucracies, professional associations, armies, and industrial unions of modern times. The central concern in the study of social change is in part a product of the dramatic transformations of the contemporary world and in part a product of one of the two dominant systems of sociological theory: Functionalism. Functionalism which theorizes about social life from the standpoint of the primacy of the social system over its component parts has not provided any very convincing way for change to occur except from the internal failure of one of society's functioning elements. This is leading some sociologists to consider alternative approaches to social change.

Finally, the old aim of bringing the resources of science to bear upon human problems is manifest in the continuing concern with such problems as aging, sex, education, illness and mental health.

#### THE STATE OF SOCIOLOGY

Berger, Peter. *Invitation to Sociology*. New York: Doubleday-Anchor.

Mills, C. Wright. *The Sociological Imagination*. New York: Grove Press.

Sibley, Elbridge. *The Education of Sociologists in the United States*. New York: Russel Sage Foundation.

Sorokin, Pitirim. *Fads and Foibles in Modern Sociology and Related Sciences*. Chicago: Henry Hegnery.

Stein, Maurice and Vidich, Arthur (eds.). *Sociology on Trial*. Englewood Cliffs, New Jersey. Prentice-Hall.

#### SOCIAL THEORY

Gross, Llewellyn (ed.). *Symposium on Sociological Theory*. New York: Harper and Row.

Martindale, Don. *The Nature and Types of Sociological Theory*. Boston: Houghton Mifflin.

Martindale, Don. *Community Character and Civilization*. New York: The Free Press of Glencoe.

Sorokin, Pitirim. *Recent Sociological Theories*. New York: Harper and Row.

#### SOCIAL STRUCTURE

Blau, Peter M. and Scott, Richard W. *Formal Organizations*. New York: Doubleday-Anchor.

Atzioni, Amitai (ed.). *Complex Organizations*. New York: Holt, Rinehart, and Winston.

Gouldner, Alvin W. *Patterns of Industrial Bureaucracy*. New York: The Free Press of Glencoe.

Martindale, Don. *Institutions, Organizations and Mass Society*. Boston: Houghton-Mifflin.

#### SOCIAL CHANGE

LaPiere, Richard. *Social Change*. New York: McGraw-Hill.

Martindale, Don. *Social Life and Cultural Change*. Princeton, New Jersey: D. VanNostrand.

Moore, Wilbert. *Social Change*. Englewood Cliffs: Prentice-Hall.

Zollschan, George and Hirsch, Walter. *Explorations in Social Change*. Boston: Houghton-Mifflin.

#### SOCIAL PROBLEMS

Cuber, John F. *The Significant Americans: A Study of Sexual Behavior Among the Affluent*. New York: Appleton Century.

Goffman, Erving. *Asylums*. New York: Doubleday-Anchor.

Ward, David A. and Kassebaum, Gene C. *Women's Prison: Sex and Social Structure*. Chicago: Aldine.

Vold, George. *Theoretical Criminology*. New York: Oxford University Press.

## SOCIAL WORK

The profession of social work continues to grow at an unprecedented rate. Despite the fact that the numbers achieving the Master of Social Work degree is more than double the number of a decade ago, the growth of the profession does not match the rate of additions in numbers of social work positions created by the American society as it seeks to improve the social welfare of our country. There are about 45,000 professionals but over 100,000 social welfare jobs.

Undoubtedly there will be an enormously increased number of social welfare positions established as a result of new federal legislation as well as the expanding efforts of private agencies to serve the community with expert professional social services. America is awakening to the dreadful life which many of our lesser privileged citizens must endure. The Schools of Social Work in the United States are making a vigorous effort, separately and cooperatively, to expand educational facilities to give educational opportunity to those who seek to become professional social workers and thereby contribute to meeting professional manpower needs.

Concurrent with the expansion of the profession there has been a large, almost spectacular growth in knowledge as revealed through the extraordinary research efforts and the publications in the field. The developments in research and publications in the field include new and better organized knowledge about:

- (1) human social problems such as poverty, dependency, delinquency, disability and personal as well as social disorganization;

- (2) broad social policy measures calculated to prevent human suffering, to restore and to maintain human living at a level of decency and health;
- (3) sharpening social work's methods of social case-work, social group work, community organization, including planning and social welfare administration; and
- (4) social welfare manpower, its supply distribution and utilization.

Faculty members of this School of Social Work have continued interest in conducting research, engaging in professional discussions with training and planning implications, and delivering papers at appropriate state and national conferences. Participation in committees and planning bodies at the national and international level has engaged several faculty members in national leadership roles. Not a few have become nationally prominent in the field.

Public concern about the plight and problems of the handicapped, the needy and neglected members of our society, the rebelliousness of our youth, discrimination against minorities, the cost of welfare, the social and economic problems accompanied by or caused by illness, especially among the aged, has culminated in some striking forward steps in public laws (Medicare is one example) that challenge us to seek a better society than has ever been possible before.

Poverty is a culture of despair. There is growing recognition that there are differences in culture traits and values of those suffering from privation and isolation, but there is not enough recognition that solutions to problems are often guided by middle class values and standards. A better understanding of the problems and the people could help improve public policy. Social work is giving intensive attention to this situation.

The readings suggested below will be useful in broadening one's understanding of social welfare even though it may not provide sources that fully explicate social work as a professional service to people. For those who wish to pursue any particular topic in depth, the bibliography given at the end of each chapter in the *Encyclopedia of Social Work* will serve as a primary source for references. The *Abstracts for Social Workers* will give a more exhaustive listing of periodical literature for the field.

*Encyclopedia of Social Work*. New York: National Association of Social Workers. 1965.

*Abstracts for Social Workers*. Quarterly. New York: National Association of Social Workers.

Chambers, Clarke A. *A Seedtime of Reform*. University of Minnesota Press. 1963.

Ferguson, Elizabeth A. *Social Work—An Introduction*. New York: Lippincott Company. 1963.

*Goals of Public Social Policy*. New York: National Association of Social Workers. 1959.

Knopka, Gisela. *The Adolescent Girl in Conflict*. Englewood Cliffs, New Jersey: Spectrum Books—Prentice-Hall. 1966.

Martin, John M. and Fitzpatrick, Joseph P. *Delinquent Behavior—A Redefinition of the Problem*. New York: Random House, SS24. 1965.

Schottland, Charles I. *The Social Security Program in the United States*. New York: Appleton-Century-Crofts. 1963.

*Social Work*. Quarterly. New York: National Association of Social Workers.

*Social Work Practice in 1965*. National Conference on Social Welfare. Columbia University Press. 1965.

*The Social Welfare Forum*. National Conference on Social Welfare. Columbia University Press. 1965.

Young, Whitney M. *To Be Equal*. New York: McGraw Hill. 1964.

## SPEECH & THEATER ARTS

We shall, as we did last year, divide our discussion of trends in the area of interest to graduates of our department into three parts and suggest readings for each.

### Speech Science, Pathology and Audiology

In 1964 several units were united to form a departmental division titled Speech Science, Pathology and Audiology. Subsequently, curricular changes resulted in the development of a new BA program. Changes in graduate programs included the structuring of MA programs in Speech Pathology, Audiology and in Education of the Hearing Impaired. These changes reflect trends within these fields to extend professional training to the graduate level. Within the department, this training is supported through traineeships financed by federal and state agencies. Under these programs, basic education has been extended in the areas of psychology and speech science. Clinical training has been extended in the areas of neuropathologies, cleft palate, stuttering and hearing disorders.

### Theatre Arts

The most startling—and gratifying—changes in theatre arts are amply reflected in the scene in Minnesota: a pioneering repertory theatre which produced magnificently our classical heritage on a handsome burgeoning of theatrical activity outside of the commercial centers in New York, as exemplified by the varied and exciting community, educational and pro-

fessional theatres of national importances; and a renewed attention to the production of new plays by young playwrights.

Several new developments in theatre are worth noting: a decline in general interest in the Theatre of the Absurd, as such, while "happenings" and "events" are occupying experimental artists; an increased attention to the disciplines and the crafts of the art as opposed to concentration on aesthetics and emotive faculties; a renewed vigor at the box office for living theatre, perhaps as television continues to sag in its presentation of serious drama; an intensified focus on the problems of social reality and human identity in drama and a closer integration of the works of educational and professional theatre.

In sum, the liveliest art of all is kicking up its heels and spreading its wings: the result may be anatomically awkward but the spectacle is fascinating.

#### Public Address

A book published last spring by Professor Edwin Black of the University of Pittsburgh, *Rhetorical Criticism*, has been the center of some stormy argument for the past year. Basically, Professor Black has argued that the criticism of public address has been too narrow. What he calls "neo-Aristotelianism" has caused critics to center on historical and biographical detail rather than the interaction of idea, form and audience. All the speech journals have carried reviews of the book; some, several. Among these is one by a member of our department, Robert L. Scott (*Quarterly Journal of Speech*, December 1965).

Professor Ernest Bormann's *Theory and Research in the Communicative Arts* also has caused a stir in the speech field. But several other important books indicate that the sort of scholarship suggested by Professor Black and Professor Bormann (of Minnesota) is reaching the level of textbook theorizing (see books mentioned below).

Our department has been reaching out beyond our academic walls. Professor William S. Howell's study of intercultural communication, concentrating on business and industry in other countries, has sent inter-

disciplinary teams of graduate students to Beirut, Tokyo and Bogota. Professor Howell was instrumental in planning a seminar on non-verbal communication held at the University April 27 featuring Edward Hall, Henry Lee Smith and Weston LaBarre.

In May, the department sponsored a seminar on persuasion with three visitors—Professors Winston Brembeck, University of Wisconsin; Roger Nebergall, University of Oklahoma; and Wallace Fotheringham, Ohio State University.

#### SPEECH SCIENCE, PATHOLOGY AND AUDIOLOGY

Jerger, James (ed.). *Modern Development in Audiology*. New York: Academic Press. 1963.

Van Riper, Charles, (ed.). *Foundations in Speech Pathology Series*, (14 books). Englewood Cliffs, New Jersey: Prentice-Hall. 1964, 1965.

Schuell, Hildred; Jenkins, James J., and Jimenez-Pabon, Edward. *Aphasia in Adults*. New York: Harper and Row, Hoeber Medical Division. 1964.

#### THEATRE ARTS

Ballet, Arthur H. (ed.). *Playwrights for Tomorrow*, Vol. 1 and 2. Minneapolis: University of Minnesota Press. 1966.

Blau, Herbert. *The Impossible Theatre*. New York: Collier Books. 1964.

Guthrie, Tyrone. *A New Theatre*. New York: McGraw-Hill. 1964.

Gassner, John. *Directions in Modern Theatre and Drama*. New York: Holt, Rinehart and Winston, Inc. 1965.

#### PUBLIC ADDRESS

Black, Edwin. *Speech Criticism*. New York: Macmillan. 1965.

Bormann, Ernest. *Theory and Research in the Communicative Arts*. New York: Holt, Rinehart and Winston. 1965.

Fotheringham, Wallace. *Perspectives in Persuasion*. Boston: Allyn and Bacon. 1966.

Miller, Gerald et al. *Perspectives on Argumentation*. Chicago: Scott, Forsman. 1966.

## Minnesota Plan Announces Seminar

"Our Changing World: The Impact of Science" is the title of a new seminar to be offered to women at the University. It will be given all next year, starting fall quarter, on alternate Tuesday mornings.

It will be one of six seminars offered to women as part of the Minnesota Plan for Women's Continuing Education.

The new course, for no credit, will be under the direction of Associate Professor James Holte, director of continuing education in engineering and science. Sessions will be taught by various University faculty members—several in social sciences and humanities in addition to those in physical sciences.

No special knowledge will be assumed on the part of the women. General aims of the seminar are (1) to follow the role of science and technology in the stream of historical developments; (2) to become acquainted with some emi-

nent scientists through readings, and to gain insight into the processes of scientific thought; (3) to sharpen analytical and problem-solving abilities by learning scientific procedures, and (4) to evaluate some of the problems of communication, education and political controls in the modern world.

Applications and further information are available from Mrs. Louise Roff, coordinator of the seminar program in the General Extension Division, 309 Nolte Center, University of Minnesota, Minneapolis, Minnesota 55455.



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Stanley J. Kronick, '32 — Minneapolis  
Robert G. Farmer, C.L.U., '37 — Dallas  
Stanley J. Johnsen, '38 — Atlanta  
Miles W. McNally, C.L.U., '44 — Mpls.  
Robert E. Lambert, C.L.U., '49 — Boston

Donald W. Schneider, '49 — Mpls.  
Donald L. Grimes, '50 — San Francisco  
Seward F. Philpot, Jr., C.L.U., '50 —  
Evanston  
Otto T. Bang, Jr., '53 — Minneapolis  
Richard L. Moses, C.L.U., '53 — Mpls.  
Lawrence J. Schwartz, '56 — Sioux City  
Gary C. Zuhlsdorf, '56 — Minneapolis  
Harold J. Nelson, '59 — Minneapolis

John J. Huss — Minneapolis  
Herbert M. Kristal — San Francisco  
Chester D. MacArthur — Minneapolis  
Thomas J. McDermott — Minneapolis  
Francis Prinz — Fort Worth  
Kathleen R. Robinson — Oakland  
Raymond W. Schultz — Minneapolis  
George E. Thomas, Jr. — Detroit

# THE ALUMNI

## Five Alumni to be Honored At 17th Honors Presentation

"Government and the Academic Community" will be the title of Senator Eugene J. McCarthy's address at the 62nd Annual Meeting of the Board and Membership of the Minnesota Alumni Association and the 17th Annual Honors Presentation

McCarthy '39MA, also will receive the University's Outstanding Achievement Award at the meeting, which will be held starting at 6:00 p.m. Tuesday, June 7, in the International Ballroom of the Pick-Nicollet Hotel, downtown Minneapolis.

In addition to McCarthy, the Outstanding Achievement Award will be presented to Donald G. Fletcher '22BSAg, president of Crop Quality Control, Minneapolis.

Three alumni also will be honored at the meeting with the Alumni Service Award. They are:

Mark M. Abbott '16BSAg '28LLB, International Falls, Minnesota, attorney and municipal judge and first president of that community's MAA Chapter in 1952-53; Lawrence S. Clark '22BSB, executive vice president of Twin City Hardwood Lumber Company, St. Paul, and first president of the School of Business Administration Alumni Association in 1955-56; and Franklin D. Gray '25BA, Minneapolis attorney and 1963-64 MAA national president.

University President O. Meredith Wilson will present the awards, which consist of a citation and gold medal. Special guests of honor at the meeting will be past recipients of the two awards.

Final highlight of the evening will be the announcement of board

election results and introduction of new board members and officers by Edwin A. Willson '30BEE, retiring MAA president.

### Marian O. Leebens Dental Hygiene Head

Marian O. Leebens '41GDH has been elected first president of the newest constituent group of the Minnesota Alumni Association, the Dental Hygiene Alumni Association.

Other officers for the coming year are Mrs. D. J. Diessner '37GDH, vice president, and Mrs. Lois Bubel Berndt '64GDH, secretary-treasurer.

Board members and expiration dates are:

Mrs. Delores Alexander '48GDH, Muriel Canan '22GDH and Mrs. Shirley Naomi Miller '58GDH, 1967;

Katherine Bergford Anderson '51GDH, Mrs. Joanne Paulson '49GDH and Mrs. Abe Wilensky '39GDH, 1968;

Mrs. Berndt, Mrs. Diessner and Miss Leebens, 1969.

### Richard Eberhart Pulitzer Recipient

Richard Eberhart '22-23, English professor and poet in residence at Dartmouth College since 1956, was among 12 individuals awarded Pulitzer Prizes last month.

Eberhart, 62, received the poetry prize for his book, *Selected Poems, 1930-1965*. The award carries a prize of \$500.

### CORRECTION

William O. Nilsen '35MAEd, candidate for the MAA Board of Directors, did not receive his bachelor of arts degree from Augsburg College, as reported in the April *Alumni News*. Nilsen, past president of the College of Education Alumni Association and, since 1943, superintendent of schools at Spring Grove, Excelsior and Minnetonka, Minnesota, received his bachelor of arts degree from St. Olaf College and, after receiving his MA from the University, did additional graduate work at Harvard, Leland Stanford University and the Universities of Chicago and California.

### Mines, Metallurgy Set October Reunion

A full weekend of activities, climaxed by the Minnesota-Iowa Homecoming Football Game, has been planned for the Fourth Quinquennial Mines and Metallurgy Reunion to be held October 14 and 15 on the Minneapolis Campus.

Activities will get under way on Friday afternoon, October 14, with a tour of the Mines Experiment Station, followed that evening by the Reunion Banquet at the Capp Towers Hotel, downtown Minneapolis.

An open house of the School of Mines and Metallurgy will be held Saturday morning, followed by luncheon at Coffman Memorial Union and the homecoming game. A bloc of tickets have been reserved for alumni attending the reunion.

Reunion Committee members are Fred D. DeVaney '23EM '24MS, J. Miller Brown '36EM, Kenneth A. Magnuson '50BMEtE, Richard A. Swalin '51BS '54PhD, Eugene P. Pflieger '32EM, Norman C. Silver '42BMEtE, Roland D. Wardell '49BMEtE and Gust Bitsianes '41BChemE '51PhD.

### Fund Contributors

Additional 1965 contributors to the University of Minnesota Alumni Fund, inadvertently omitted from the Honor Roll published in the April 1966 *Alumni News*, are:

Benedict, Fred  
Carlson, Dean B.  
Humes, Leon R.  
Kalton, Robert R.  
Ruvelson, Alan K.  
Yamamoto, Kaoru



ENGINEERS ALL — Taking time out before the third President's Dinner Seminar last month at the Minnesota Alumni Club were (left to right) Edwin A. Willson '30BEE, MAA president and 1959-60 president of the Institute of Technology Alumni Association; Milton Wunderlich '20BME, 1957-58 president of the Institute of Technology Alumni Association; Dean Athelstan Spilhaus, speaker for the evening program; and William G. Shepherd '33BS '37PhD, vice president for academic administration since 1963 and former head of the department of electrical engineering. Vice President and Mrs. Shepherd were host and hostess for the event.

## Dean Horace T. Morse Dead of Heart Attack

Horace T. Morse '28BA '30MA '39PhD, dean of the General College and a member of the University faculty since 1936, died May 11 at his Minneapolis home of a heart attack.



Morse, 60, was a scholar and assistant in the department of history from 1928 to 1931 and, after teaching at Ironwood, Michigan, for five years, returned to the University in 1936 as an education instructor. He later served as director of the Bureau of Recommendations, assistant to the dean of the Graduate School and, in 1940, as associate director of the General College. He was 41 when he assumed the post of dean in 1946.

## F. J. Dresser Heads General College

Fredrick J. Dresser '55AA has been elected president, H. William Selzer Jr. '42AA, vice president, and Patricia Callinan '52AA, secretary-treasurer of the newly-formed General College Alumni Association.

Board members, and expiration dates, are:

John A. Ahlquist '54AA, Harry B. Svardahl '46AA, Donald Waryan '48AA '51BS and Rita H. Welp '60AA, 1967;

Lawrence A. Goga '57AA, John N. Hastings '53AA, Nancy Kausel McElligott '58AA and Davis Elwood Tabis '61AA, 1968;

Miss Callinan, Dresser, Robert B. Roessel '58AA '60BA and Selzer, 1969.



Members of the College of Pharmacy Executive Committee, elected last month at the Eighth Annual Banquet in Honor of Graduates, are (left to right) Roland O. Leuzinger '55BSPhm, secretary-treasurer; Ben T. Gilquist '29BSPhm, president; and Milton Smith '36BSPhm, vice president.

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## Class of '06 Holds Sparkling 60th

Three-score and four years ago—and with the customary misgivings of a new freshman class—the Class of 1906 began its four-year “tour of duty” at the University.

Three weeks ago—on May 19—Class members re-lived their University days at their 60th Anniversary Reunion in the Campus Club of Coffman Memorial Union. Twenty-five members of the Class, which numbered 570, met and mused at a luncheon, some traveling from as far afield as California to meet and greet their classmates.

Chairman of the Class is Henry C. Mackall '06BA, prominent Minneapolis attorney, one of nine Class recipients of the University's Outstanding Achievement Award and chairman of the University of Minnesota Foundation.

Other Award recipients in attendance were Dr. George A. Earl '06BA, '09MD, MAA past president, and Walter H. Wheeler '06EM, distinguished consulting engineer.

Outstanding Achievement Award recipients unable to attend were William Dawson '06BA, former ambassador to Spain and South America; Samuel B. Detwiler '06BSFor, retired chief of Hill Culture Re-

search on Erosion Control Plants and Vegetative Control Methods of the U.S. Soil Conservation Service; and Perrie Jones '03-06, retired St. Paul librarian.

Award winners, now deceased, are Earl G. Constantine '06BA, former president of the National Association of Hoisery Manufacturers; William T. Cox '06BSFor, former consulting forester, biologist and conservationist; and Dr. Olaf Jensen Hagen '06MD, former University of Minnesota Regent and founder of the Fargo, North Dakota Clinic.

One outstanding aspect of the Class is the fact that it was the first to establish a class fund, back in the days when scholarships were unheard of. They now have more than \$3200 in their endowment fund, the interest of which is applied to scholarships.

All papers, pictures and official records of the Class were officially turned over to the Minnesota Alumni Association at the conclusion of the luncheon.

Even so, the Class is looking forward to its 65th Anniversary in 1971 and plans already are under way for a “Spectacular 70th” in 1976.



Mrs. Orpha O. Willett (left), the only honorary member of the Class of 1906, looks on as Nellie Heyd signs the register prior to the luncheon. Awaiting their turn are Mr. and Mrs. Paul Bunce and Hazel Ward Cheney (seated). Mrs. Willett is secretary to Henry C. Mackall '06BA, chairman of the Class.



“It seems like only yesterday . . . !” Deborah Anderson Abrahamson (left) and Elsie Barquist Prim take time out from meeting classmates to look over class papers, pictures and records before the May 19 reunion.

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ALUMNI NEWS



University President O. Meredith Wilson — a relative newcomer to the Campus — learns how it was in the "good old days" from Dr. Ray Knight (right) and Henry C. Mackall, chairman of the Class of 1906. President and Mrs. Wilson were guests of the Class at its 60th Anniversary Reunion last month in the Campus Club, fourth floor, Coffman Memorial Union.

### Medical Class of '56 Plans 10th Reunion

The Medical School Class of 1956, spearheaded by Dr. Jack Smith, chairman, has announced plans for the Class' 10th Reunion to be held next fall.

Dates for the Reunion will be

October 14 and 15, in conjunction with homecoming weekend at the University. Class members will meet informally Friday morning, October 14, with the afternoon devoted to a scientific session and discussions by members of the faculty.

Friday evening Class members will attend a Medical Alumni Home-

coming Dance. Tickets have been reserved for the game.

#### MAA Life Members

MAA Life Members, inadvertently omitted in last month's listings, include:

##### FLORIDA

###### Deerfield Beach

Hansen, Miss Harriet M.

##### INDIANA

###### Gary

Cornelius, Martin

##### MICHIGAN

###### Grand Rapids

Gamm, Dr. Kenneth E.

##### MINNESOTA

###### Duluth

Buckmiller, Mrs. Herbert

###### St. Paul

Boening, Mrs. P. G.

###### South St. Paul

Mase, Corinne M.

###### Wayzata

Owen, Mrs. Kenneth M.

##### NEW JERSEY

###### Englewood

Gordon, Dr. Donald L.

##### WASHINGTON

###### Seattle

Beebe, Dr. Wynn L.

Erickson, E. C.

Gates, Cassius



## WHERE CAN MAN GO... IN R & D?

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## Eleven Receive Athletic Awards

Eleven Minnesota Alumni Awards in memory of E. B. Pierce, Alumni Secretary from 1920-45, were presented by MAA President Edwin A. Willson '30BEE at the annual "M" Banquet June 1 in Coffman Memorial Union.

The awards are in recognition of athletic ability and achievement, leadership and character in each of 11 intercollegiate sports, and the student-athlete is eligible to receive the award for any one sport only once.

Winners for 1965-66 were:

Frank McCormick Outstanding Baseball Player Award - Franklin Brousseau; Dave McMillan Outstanding Basketball Player Award - Louis Hudson; Henry Rottschaeffer Outstanding Cross-Country Runner Award - Michael Edwell; Bernie Bierman Outstanding Football Player Award - Aaron Brown;

W. L. Smith Outstanding Golfer Award - William J. Brask; Dr. W. K. Foster Outstanding Gymnastic Award - Roger A. Mondale; Lou Keller Outstanding Hockey Player Award - Doug Woog; Phil Brain Outstanding Tennis Player Award - Jerry V. Noyce;



Irene D. Kreidberg '30BBA (standing), president of the Minnesota Alumnae Club, took time out from official duties at the group's annual meeting last month to greet members and guests before the program. Seated (left to right) are Violet Rosacker Graf '33-37, Alumnae Club second vice president; Mrs. Henry Rosacker; and Mrs. Madeline Merriman '38BSEd, Club board member. Some 100 members and guests attended the buffet luncheon which was held at the Minnesota Alumni Club, Sheraton-Ritz Hotel, Minneapolis. Guest speaker was William A. Mindak, associate professor of journalism.

Neils Thorpe Outstanding Swimmer Award - James C. Dragon; Jim Kelly Outstanding Track Athlete Award - Wendell Bjorklund; and the Dave Bartelma Outstanding Wrestler Award - Robert Henry.

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Irene Barnes Taeuber '31PhD, senior research director at the Office of Population Research, Princeton University, is shown here receiving the University's Outstanding Achievement Award from President O. Meredith Wilson. The award was presented at the Annual Honors Meeting of the Minnesota Alumnae Club. This is the first time that both a husband and wife have become recipients of the University's highest award. Conrad Taeuber '27BA '29MA '31PhD, assistant director, Bureau of Census, Department of Commerce, received the award in 1959.



Some 200 members of the Class of 1916 and their guests gathered last month on the University Campus to observe their 50th Reunion with a full day — and evening — of activities. Starting with registration at 9:30 A.M., Class members reviewed the Cap and Gown Day Parade and attended the morning convocation before being the guests of the Minnesota Alumni Association at the Reunion Luncheon in Coffman Memorial Union. The luncheon was followed at 3:00 P.M. by a bus tour of the campuses, tea at the home of University President and Mrs. O. Meredith Wilson and an evening dinner at the Minnesota Alumni Club. Pictured here (left to right), prior to the noon luncheon, are Arthur R. Hustad '16BA, MAA National President from 1946 to 1949 and luncheon speaker; Bernie Bierman '16BA, former Minnesota football coach; MAA National President Edwin A. Willson '30BEE; George M. Briggs '16BSAg, luncheon recipient of the Alumni Service Award; and University President Wilson.

#### \$10,600 Grant to Morris

A \$10,600 research grant from the National Science Foundation has been made for undergraduate in-

structional equipment in the psychology laboratory at the University of Minnesota, Morris. The sum will be matched by the University.

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## Lukermann Named CLA Associate Dean

Fred E. Lukermann, Jr., chairman of the geography department, will become associate dean for social sciences in the College of Liberal Arts on July 1. He also will be promoted from associate professor to professor of geography, and will continue teaching half-time.

Lukermann will replace Professor John G. Turnbull, who will become associate dean for administration in the College of Liberal Arts, a full-time position. Turnbull has been serving half-time as associate dean for social sciences and half-time as a professor of economics.

Lukermann joined the University faculty as a teaching assistant in 1948 and in 1954 became an instructor. He was named chairman of the geography department in 1964. In 1952-53 he did archaeological research in Turkey and since has returned twice to the Middle East and Greece to continue his research project. He holds his BS and MA degrees from the University.

## Hudson and Clark Go High in Draft

Minnesota's all-time great basketball player, Lou Hudson, was drafted on the first round by St. Louis in the National Basketball Association draft last month and his teammate, Archie Clark, was taken on the third round by the Los Angeles Lakers.

Hudson, who also has been drafted by the Dallas Cowboys in the National Football League, has said he prefers basketball but might consider football if the NBA team which drafted him does not make an attractive offer.

Clark, who has prepared himself for teaching and coaching, said he may give professional basketball a fling, but as yet is undecided.

Hudson and Clark were the top scorers for the Gophers during the past season despite the cast Hudson wore on his broken hand most of the season.



## Art Mayer—self-taught mechanic now teaches at a GM Training Center



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from GM retail dealerships. The "refresher" courses taught at these centers keep local dealer mechanics constantly abreast of new advances in technology and service methods.

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