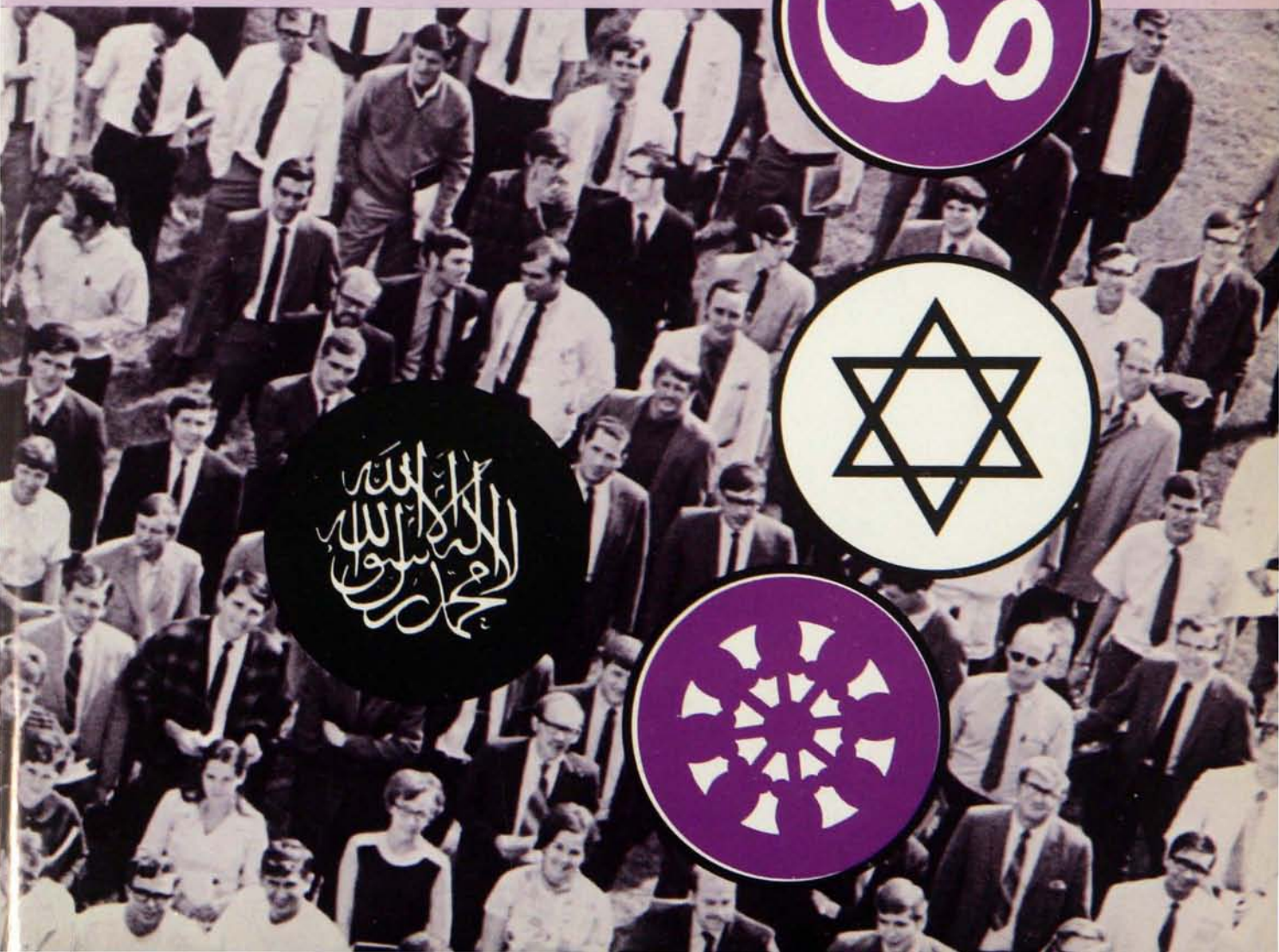
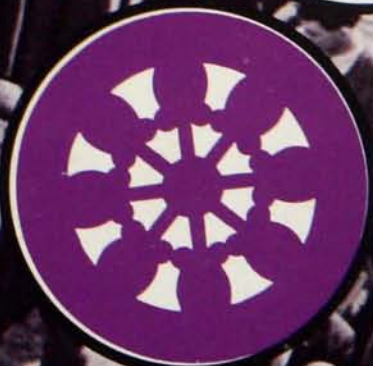


UNIVERSITY OF MINNESOTA  
**ALUMNI NEWS**

1970 MAY



"STUDENT SEARCH FOR  
RELIGION"






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Destination \_\_\_\_\_ Departure Date \_\_\_\_\_



# THE MINNESOTA ALUMNI ASSOCIATION



ELECTION



# BALLOT



ELECTION



The accompanying list of 10 candidates (nominated for the five positions that will be vacated on the MAA Board of Directors) is hereby certified as correct. Each Association member will vote for no more than five (5) candidates.  
(Signed)

James A. Watson '42BA, Chairman  
Albert H. Heimbach '42BBA  
Richard E. Kyle '27LLB  
Irene D. Kreidberg '30BBA  
Edwin A. Willson '30BEE  
Members of the Nominating Committee

## BALLOT

- |   |                          |
|---|--------------------------|
| BRUCE ABRAHAMSON '49BArch<br>St. Paul, Minnesota        | <input type="checkbox"/> |
| DR. LYLE A. BRECHT '39DDS<br>Minneapolis, Minnesota     | <input type="checkbox"/> |
| FRANKLIN BRIESE '28LLD<br>St. Paul, Minnesota           | <input type="checkbox"/> |
| ROBERT G. CERNY '32BArch<br>Excelsior, Minnesota        | <input type="checkbox"/> |
| J. BRAINERD CLARKSON '31JD<br>Minneapolis, Minnesota    | <input type="checkbox"/> |
| CHARLES T. McGARRAUGH '37BBA<br>Edina, Minnesota        | <input type="checkbox"/> |
| DR. R. HUGH MONAHAN '43MD<br>St. Paul, Minnesota        | <input type="checkbox"/> |
| DR. A. E. RITT, '33MD<br>St. Paul, Minnesota            | <input type="checkbox"/> |
| HENRY N. SOMSEN, JR. '32BA '34LLB<br>New Ulm, Minnesota | <input type="checkbox"/> |
| BARBARA STUHLER '52MA<br>St. Paul, Minnesota            | <input type="checkbox"/> |


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. Ballot need not be signed, but name and address must appear 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 21 in order to be counted.

 **CLIP AND MAIL TODAY!**



## The Education of Kate Haracz

An explosive view of  
America's \$25 billion investment  
in higher education

*"M. didn't even bother showing until the third week of classes and then when he did, I wished he hadn't bothered. He's one of the New Profs, the ones who come on casual and try to play it cool, knock the System, and in other ways try to con us into thinking that they're one of us, the great unwashed disaffected student body.*

From "The Diary of Kate Haracz"  
Change Magazine

Kate Haracz is a 21-year-old Michigan State junior, whose mind bending 11,000-word diary is likely to upset just about every notion you've ever had about college. It appears in the current issue of **Change Magazine**, America's exciting new bimonthly magazine on higher education and society.

You can now take advantage of a unique opportunity to receive a half-year, no-risk trial subscription to one of America's unique new magazines...for a mere \$2.50, rather than the regular \$8.50 full-year subscription price. You can begin with Kate Haracz's memorable account, so long as the supply lasts. All you pay is \$2.50. If you decide to cancel after reading Kate Haracz's moving document, a refund for the remaining copies will be automatically mailed. Either way, Kate Haracz's account of university life is yours.

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 please bill  2 yrs. \$15.00

## TTT Project Receives Half-Million Dollars

A \$500,000 grant from the U.S. Office of Education for the fiscal year beginning July 1 has been awarded to the Twin Cities Training of Teacher Trainers (TTT) Project. TTT has also received a commitment from the U.S. Office of Education that funding will be provided for an additional two years.

The basic purpose of TTT is the improvement of central-city education through improvement of the pre-service and in-service education of school personnel.

TTT was first funded in the Twin Cities in December 1968. Last fall 35 professors, teachers and teacher-aides began working in the program that included attending classes at the University as well as actual work with children in the inner-city St. Paul and Minneapolis schools. The new grant makes it possible to continue the program and to increase the number of participants.

Cooperating in the project are the University, the Minneapolis and St. Paul public schools, the communities in the Twin Cities that are represented on the TTT board of directors, the Minnesota State College system, the State Department of Education and several state private schools.

## New Fisheries-Wildlife Building Dedicated at U

A new University Entomology, Fisheries and Wildlife building was dedicated in late March on the St. Paul campus.

The \$2,664,042 structure houses fisheries research, ecology and forest entomology, insect collection, wildlife, insect toxicology, economic entomology, physiology and microbiology laboratories. Funds for the building were provided by the Minnesota legislature, the Federal Office of Education, the National Science Foundation and the University.



## Official Minnesota Blazer

Two colors, Minnesota Maroon or Navy, traditional cut, three metal buttons, patch pockets, center vent, all wool flannel—with handcrafted U of M emblem and official blazer label. All sizes 36-48 or by special order. Delivery depending on stock, Blue Blazer immediately; Maroon, depending on stock, few days to three weeks. Alterations one week. Individual price—Members \$45.00; Non-members \$50.00.

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# ALUMNI CLUB NOTES

## NEW CLUB MANAGER APPOINTED

John Viater has been appointed manager of the Alumni Club. Born and raised in Northeast Minneapolis, John graduated from Edison High. He entered the Marine Corps at the end of the Korean conflict. On discharge John attended college for a short time but became interested in hotel and club management.



John has fifteen years experience in all phases of club management, including five years with the Curtis Hotel, owning his own resort and operating his own restaurant, in addition to extensive public relations work. John plans to give the Club a pleasant atmosphere which meets the needs of every member.

## NEW HOURS ADOPTED

Food will be served at the Club from 11:30 A.M. to 9:00 P.M. each day. Beginning May sixteenth the Alumni Club will be closed all day Saturday. Facilities will be open on Saturdays for those special groups and meetings which make reservations in advance. Call John Viater at 336-3031 and he will make sure that everything is just as you specify.

## ASSOCIATE MEMBERSHIP FOR RECENT GRADS

All University of Minnesota graduates with baccalaureate degrees are eligible to become Associate Members of the Alumni Club for a five year period after date of graduation. Club dues for an Associate Member are just \$10.00 a year, the regular \$20.00 initiation fee being waived.

The only other requirement is that the applicant must become a member of the Minnesota Alumni Association (MAA), (if not already a member). Graduates are automatically MAA members for the first year after graduation.

The Associate Member enjoys all privileges of the Club except voting rights. New graduates need the fellowship and contact offered by the Alumni Club as much as anyone.

## SPECIAL NEW MEMBER OFFER

*THE CLUB INITIATION FEE* of \$20.00 for new members is being waived entirely during the current membership campaign — effective through June. Right now an applicant for membership who lives within the seven-county Twin Cities metropolitan area can join by paying only the regular Resident Membership dues of \$42.00 a year (\$3.50 a month).

Alumni living outside the Twin Cities area may apply for Non-resident Membership at just \$10.00 per year.

The only requirement for membership in the Alumni Club is that the applicant must be a member of the Minnesota Alumni Association (\$10.00 annual dues).

If you're already a member of the Alumni Club, now is the time to introduce a fellow alumnus among your friends or co-workers to the Club and its facilities. Urge them to sign up during the *SPECIAL OFFER PERIOD*. Use the application form below.

Or, *GIVE A MEMBERSHIP FOR GRADUATION!*

## ALUMNI CLUB MEMBERSHIP APPLICATION

Send To:

UNIVERSITY OF  
MINNESOTA  
ALUMNI CLUB  
205 Coffman Union  
University of Minnesota  
Minneapolis 55455

**SAVE \$20.00 —  
JOIN NOW!**

Yes, I want to take advantage of the special offer. Please enroll me as a member of the Alumni Club. Resident membership, \$42.00 \_\_\_\_\_; Non-resident, \$10.00. \_\_\_\_\_

I am a member of the Minnesota Alumni Association in good standing (Yes \_\_\_ No \_\_\_). My check is enclosed in the amount of \$\_\_\_\_\_. (If you are not a member, include \$10.00 additional for annual MAA membership dues.)

MAA Serial Number \_\_\_\_\_ Expiration Date \_\_\_\_\_

Class and College \_\_\_\_\_

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

\_\_\_\_\_ Please send spouse card



## Morris Campus Admits First High Schoolers

High school students will be admitted to the University of Minnesota, Morris campus, for the first time this summer under a new program specifically designed for them. A special Summer Session "package" of courses in English, history, mathematics and music presented to meet the needs of high school students and graduating seniors will be offered during the First Summer Session, June 15 to July 17.

The new program will help students make the transition from high school to college, make it possible for them to reduce course loads during the academic year and enable them to graduate from college in less than four years through attending summer sessions.

In addition to the four special courses, high school students may also enroll in other introductory courses, including English, French, physical education and Spanish, offered during the summer.

Information about the program may be obtained by writing Dr. Arnold Henjum, director, Summer Session; University of Minnesota, Morris; Morris, Minnesota 56267.

## Spring Theatre Season Opens at University

*Lysistrata* — a Greek comedy of how the women of Sparta and Athens won their war against war — is the first production of the University Theatre's spring season. The Aristophanes' play, which opened April 24 under the direction of Lee Adey, associate professor of theatre, will also have performances at 8 p.m. on May 1 and 2, and at 3:30 p.m. on May 3.

Also scheduled for production spring quarter are *The Birthday Party*, by Harold Pinter, to run May 5-10; *Don Quixote of La Mancha*, a children's play by Arthur Fauquez, to run May 16 and 17, and *Bang! Bang! You're Dead*, written and directed by graduate student Bob Kanter, to run May 19-24.



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 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 69th Year)

MAY, 1970

VOL. 69, NO. 9

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Mary Lou Aurell '62BAJourn ..... Editor  
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# POINTS of VIEW

*ED HAISLET*

*Executive Director*



Have you been back to the campus within the last four years? If not, a visit would be an eye opener. It is not the same, the faces and clothes are different, the atmosphere is changed, and even the old places seem different.

And it is different — a different place and a different world, new students, new instructors, new buildings, new curricula, new emphases.

The Ivory Tower has disappeared — the University is now part and parcel of the community and reflects the happenings of the neighborhood, community, the state, nation and world.

The old values, customs and traditions are being challenged and rapidly discarded. No longer is there a baccalaureate service at graduation time, commencements are on their way out, long gone are the junior and senior proms and all-University dances, the Gopher Year Book is no more, the Minnesota Daily may not be around much longer, and football no longer has a grip on the student body.

Change is the measure of society and the universities are at the sharp cutting edge of change. Eminent educators are now predicting that universities as we know them will cease to exist at all as the vehicle for higher education. The claim is that they have outlived their usefulness. One thing is sure, if universities are to continue, they must stop being competitive, each trying to be

the best in everything, boasting the most distinguished faculty, the most professional schools, the most course offerings. First of all, with the increasing number of students it is a financial impossibility; secondly, it isn't getting the job done. The only answer is working together in behalf of the best possible education for all qualified youth on a predetermined basis — area, state and regional schools sharing facilities, faculty and libraries, with a free exchange of students from campus to campus. With modern electronic equipment — tape recorders, telephone, radio, television and computer systems — this kind of sharing becomes increasingly possible, day by day, and in some places is already an actuality.

Likewise the day of the massive campus is probably over — just the sheer magnitude of furnishing parking facilities, classrooms, food services in one centralized place makes it necessary to find other means of solving the problem. Instead of bringing thousands of students to a few hundred professors — professors will be brought to the people — to classrooms all over the city or area, to business and industry, personally or by radio, TV, tape and computer. The day when you have to go to a campus to take a course is almost antiquated. This leads to the question — what kind of alumni body will there be in 10 years? Or 20 years? The answer — no one knows — nor can even guess. At Minnesota it does mean that in 10 years there



will be another 100,000 graduates, and another 500,000 who have taken some work toward a degree. At present only 25% of our graduates (this is about the average for the country) identify with the University in any discernible way. It could be that there will be even more who care less.

One thing is sure, the alumni office has to establish better means of communication with its alumni body. The policy of the alumni association is to try to keep its membership updated with facts of happenings on campus. It can be safely said that alumni who read the Alumni News and are informed are reasonable and understanding; alumni who do not receive the magazine and the public, of necessity have to depend on the news media and as a result form opinions before the fact — which leads to great misunderstanding and unnecessary problems. So communication must be increased — and a monthly publication is not the answer, other methods must be innovated.

Also a lot more must be known about our alumni. While the MAA office was one of the first to put their full records system on magnetic tape nine years ago, a much more sophisticated system of records and information is now indicated. The computer must become central to alumni information programs in keeping communication flowing between alumni and the University.

The scene is changing, and what tomorrow brings no one knows. One thing is certain, education will become more central in the life of each of us. At one time a college education was paramount to education for a lifetime — now it is only the beginning step, and to keep up with a fast flowing world, we must be continually and constantly updated. So higher education will become more important, not less, and it will be a continuous part of living, not just an episode.

*Ed Handley*

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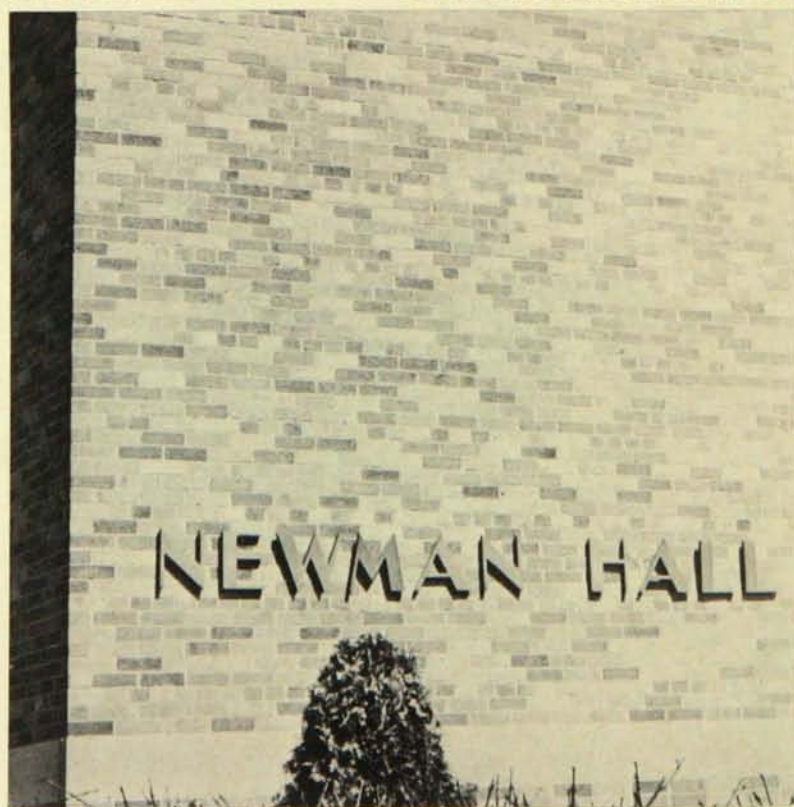
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# STUDENT SEARCH FOR RELIGION

**D**URING these collegiate days of beards and beads, Army fatigues and long hair, Vietnam Moratoriums and Earth Days, protests, demonstrations and every kind of -in's, perhaps the last thing that the American public would consider the college student as being is religious. And particularly when those same students are blantly questioning and challenging traditional values and time-tested institutions of our society.

Yet—recent happenings have demonstrated that many of today's college students are indeed deeply religious, and many of those who are not, are searching for religion to justify their lives.

In late 1969 a trio of college newspaper editors, from both public and private institutions presented a panel discussion that was an eye opener. These student leaders claimed that the institutional church was coming alive in the sixties, that there had been a revival in campus ministries in the past few years, that the message of the church was getting through to the college student—and that is why there is trouble on the campus.

In a November editorial, on this panel presentation, the editor of *The Catholic Bulletin* said:

"Although many of those involved in the protests and demonstrations use words like 'unjust', 'immoral', and 'criminal' to describe the laws, people and institutions they seek to change, we doubt that many would give credit to church teachings for their conduct. They are too likely to include the institutional church among the things that most need reforming. But religious leaders are prominent among them—often in the front line. . . .

"Nevertheless we are inclined to agree with the college journalists. The message of the Gospel is getting through, and we can see it written on the campus, on the picket line, and perhaps, God alone knows, in prison."

The *Bulletin* editor's words, and support for the message of the Gospel getting through to the campus may seem startling—but he could be very right.

And what about the students at the University of Minnesota?

Of the total Minneapolis and St. Paul campus enrollment of 42,996, more than half of these students—or 23,893—returned Religious Census Cards that in-

icated some religious denominational affiliation in late 1969.

The University has a quietly active religious program that affects numerous faiths, both on- and off-campus. Thirty-nine religious organizations list staff and offices in a directory that is available from the Co-ordinator of Student Religious Activities, Dr. Henry E. Allen, who will be retiring this academic year.

Some of these groups, such as those located in the Newman Center, the University Episcopal Center, the B'nai B'rith Foundation Center or the Lutheran Campus Ministry, maintain large and convenient-to-the-campus facilities for the college students who are affiliated with them.

Others are unique only to the University of Minnesota. The Coptic group, whose core is a Middle Eastern religion, is the first and only one of its kind in the country. The University's Hindu Association, formed from a split in the annual Indian Religious Festival at Minnesota, was also the first one of its kind formed in the United States.

This year Dr. Allen was responsible for initiating, with the help of the University's Office for Student Affairs, a television series of KTCA-TV's (channel 2) University of Minnesota Television Hour that questioned, among other religiously-pertinent matters to the Minnesota campus, whether or not today's students are interested in religion, and what religious and moral values they hold.

University Vice President for Student Affairs Paul Cashman hosted the series which featured knowledgeable and articulate guests from the University and the community who discussed such topics as Are Students Interested in Organized Religion, Forms of Religious Expression, The Ecumenical Movement and Its Influence on the Campus, and Student Concern for Humanity.

One fact that became apparent during the series was that many college students do believe what the churches have been teaching all these years, and that they are actually doing something about it.

Those who join campus religious groups because they question the religious teachings of their youth, today's institutionalized religion or their personally-conceived religious values, have been finding the answers they are seeking through campus religion. The Biblical messages of love, peace and brotherhood have reached into them, and they are willing to fight for them. Their folk music tells it, their attitudes toward humanity speak of it and their actions indicate it—if we only listen closely.

Many of those above-30 don't like the college generations style nor their language—but they are doing something, with themselves and with mankind to solve many of the crucial problems facing humanity today.

The force of Judaeo-Christian tradition, as well as that of other religious traditions, is making itself felt at the University of Minnesota and on other college





*Student leaders from both public and private colleges claimed that the institutional church came alive in the sixties . . .*



*. . . that the message of the church was getting through – and that's why there is trouble on the campus*





campuses around the nation.

The recent Student, Religious series gave a firm picture to the inquiring public that was and is upset about campus ferment, current theological re-shuffling and religious values and actions of Minnesota's college student. Not only was student life examined, but also all of the experimentation that was involving the campus pastors, in changes of liturgy and organization.

It became quickly evident that much of the work and experimentation that is in progress with the campus ministers will have a definite effect on the religious beliefs and values of a large number of the college generation.

Today the University is served by approximately 30 full-time campus pastors, and a greater number from churches who send pastors, not only to Minnesota but to other collegiate educational institutions as well, to visit student groups that are affiliated with their churches.

The campus pastor or chaplain is a unique individual, and one that does not necessarily come from a church in the proximity of the University. He must be a man who can speak the language of the student who is questioning and scrutinizing religious foundations, who can work with students, and not only answer questions about religion, but also those that come up in the classroom and the laboratory. He must be as much saturated with the campus as any faculty member.

"The thing that is so depressing sometimes," Dr. Allen recently said, "is that these campus pastors are not supported and appreciated by their churches, and the community, the way that they should be.

"They take a lot of flack from local congregations. . . theirs is a meditating and a pretty important position."

Many of those who support churches and congregations today are turned off by college protests and demonstrations, and by the actions of campus pastors. What they fail to realize is that there must be someone to maintain the line of communication between the church and the "lively-thinking" college student. And the campus pastor is that someone.

"The campus pastor's is a doubly-difficult position," Dr. Allen said. "He must not only interpret something of his church to the student who is having a quarrel with his religion, but also report back to his supporting church that something is going on on the campus is not anti-religious at all, and if properly understood and interpreted can mean a greatly revitalized church."

Many churches today are cutting back their budgets for campus ministries. How do they expect the student to find out what is what theologically if he doesn't have a church man who is prepared to talk with him?

A state university, such as the University of Minnesota, cannot provide the personnel necessary to reach the multitude of religions. It must be up to the

churches themselves to provide the leadership — and the guidance — according to Dr. Allen.

The college student has not turned his back on religion. He may not be interested in what the Pope, the Convention of Churches nor what his denominational leaders say; he may seem to have turned his back on today's conventional, institutionalized religion in his search for something that is meaningful to him.

Impressive Gothic architecture, stained glass and fixed pews leave many college students "cold" — they want to be together, perhaps where they can sit on the floor, and achieve a sense of togetherness. They aren't anti-religious — they just aren't turned on by the old theology.

There has been a definite surge in student interest in religion on the Minnesota campus — and one that indicates that college students are more religion-seeking today than ever before. For one seminar on religion that was recently initiated on the campus there was a student waiting list of 100. And a new, enlarged approach to religious studies at the University, including an interdepartmental major in religious studies, was created this academic year.

One student leader commented recently during a seminar held on the Minnesota campus: "What has happened is that religious teachings have gotten through too deeply to today's college students.

"We wonder why the church doesn't live up to these teachings."

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# THE NONSENSE OF NOISE



In this century, man's state of physical, mental and social well-being – or his tranquility – has been threatened when his environment combined with modern technology to produce a multitude of pollutants.

Yet, to many of us, our quality of life has been improved by technology if we can move faster from one place to another – with the sonic boom announcing our speedy departure. But to those who are not going anywhere, the quality of life has been lowered by the sounds of speedy departure. Or so all the noise that they make about the sonic boom seems to indicate.

And noise became pollution.

Any annoying sound, from the sonic boom of a jet plane to a robin's stomping on the lawn in the morning, is called noise pollution.

Yet, to Dr. W. Dixon Ward, professor of otolaryngology at the University, what we call "pollution" is not really a hazard to our health. It is an imposition.

And to attach pollution to noise causes a misnomer. If we stop noise, it is gone. But if we stop pouring industrial wastes into our waters, the water pollution is still viable.

Any noise that is not steady will annoy us. And our annoyance will not depend only on the loudness of the noise, but also on its pattern. Consequently, the traffic sounds that are intermittent on a highway near a motel where we might be staying annoy us. If we turn on the motel room's air conditioner – to produce a steady noise – we drown out the traffic sounds and sleep fitfully.

A sonic boom may break glass, Ward said, but it is no more hazardous to our hearing than the repeat of a .22 rifle.

How much noise can we withstand before it damages our hearing? We could work for eight hours in a steady noise of 90dBA – the loudness of the sound of the water at the foot of Niagara Falls or of a subway train – and not suffer hearing loss.

However, we might sustain a hearing loss if we were exposed to the sounds of a tractor, chain saw, power mower or snowmobile, *in an operating capacity*, for long periods of time. Such noise, which is above the 90dBA level, is dangerous to our hearing if we are exposed to it for more than four hours. Yet, if we allow sufficient recovery time for our hearing in using such apparatus, a hearing loss most likely will not occur.

According to Ward, the sound which poses the greatest hazard to our hearing is that of gunfire. And with the decrease of gunfire in our society, we have realized a decrease in hearing loss due to noise.

So much of the environmental noise we complain about today, label as a "pollutant" and as being hazardous to our health, has not been proven to be



physically dangerous to us. Our annoyance factor is far greater than our hearing loss factor. And we continue to rave about noise without sound data and research to back up our complaints.

In 1969 the ASHA met to discuss noise and its effects on public health. Experts in hearing, communication, public health and the like, gathered from all over the world to pool their knowledge on noise and to reach some conclusions as to its being a public health problem.

A major conclusion — and one that Dr. Ward reiterates — was strongly evident in all of the discussions, papers and panels of these noise experts: good data on hearing and noise is not available, nor is the amount of experimentation and research needed to produce this data.

Basic definitions of normal hearing levels and hearing damage must be made, both for environmental and industrial noise.

The ASHA group was in full agreement on considering hearing loss as a serious health injury, but were less in accord on the evaluation of the importance of all other effects of noise as a health hazard. There was lack of distinction between tolerable and intolerable noise, between justified and unjustified complaints on noise.

In particular, man's habituation process was cited — that process within us that is able to select and extinguish some noises that are irrelevant, and enables us to sleep fitfully in the presence of numerous "alerting" noises. Habituation prevents us from reacting indistinctly and continually to every kind of noise we hear.

Unfortunately, it was pointed out, we know very little about habituation in every day life and how it operates against the increasing noise of our modern environment.

There is good data available to evaluate the risks of hearing losses and of speech interference, but less on the nonauditory ways that noise effects our well-being and health.

Industrial noise has become an increasing problem in our modern, technological society — and particularly for those who work within the industrial complexes. And, until hearing loss became a significant factor in workmen's compensation, there was a noted lack in industrial noise regulation.

Today, the worker is endangered if he is exposed to high noise levels from which he is not protected, either by his employer or through his own efforts. Many industries have instituted noise-control programs, but until we are able to evaluate the total complex noise spectra that workers are exposed to, define normal hearing levels and hearing damage, and successfully manage a good, sound protection system advantageous progress cannot be made.

Both the employer and the employee bear responsibility for sound protection equipment. The employer



must be made aware of the noise dangers his employees face and be able to enforce a protection program. Yet legal enforcement will not guarantee employee hearing conservation. Education is also needed so that the employee understands the need to wear sound protection equipment and to wear it properly.

The ASHA conference on noise pointed out that there is more technological know-how on noise reduction available than has been put to use, and that perhaps such developments should be implemented before economic and societal demands require them.

As far as community noise levels were concerned, and considering today's ordinary community noises, the group concluded that very few of us in residential areas will suffer hearing damage.

The noises that annoy us in our community come from both those of us who live in the community and from others outside of the community. Before we move to stop the noisiness of some of our neighbors, we should remember that coming together as we have means giving up certain individual rights for the common good.





Does your neighbor have the right to buy a power mower to cut his grass? And if he does, does he have the right to buy one that is less expensive if its noise annoys you, or does he have to buy the more costly, quieter mower that is available?

If it is proven, through adequate research, that the noise characteristic of a discotheque is harmful, should you then outlaw such a dance hall or music from your neighborhood, or should you make the owners of such an establishment or "music"-making device put up a sign reading: "Caution: The noise level inside may be hazardous to your health?"

Ward pointed out that a hearing loss study done on the individuals who played in one rock-and-roll band showed that two of the band members had a hearing loss. But both of them were sportsmen who used fire arms.

It will be more difficult for us to control the noise made by those outside of our community, without the enforcement of legal sanctions and noise criteria. And if the noisemaker successfully convinces us that the noise he makes in his operation is a good thing and is not really as objectionable as we think, is this the kind of noise control that we want?

Studies have shown that 10 to 15 percent of us will always complain about noise in our communities. How many of our complaints are valid?

A second noise expert at the University, Professor Robert F. Lambert of the department of electrical engineering, with a primary interest in communications, feels planning and education are the keys to our noise problems.

Lambert finds that our ability to create noise today far exceeds our ability to get rid of it. And, in order to reverse these abilities, he feels that we must use education and research to produce better machinery designers, better architects and to teach the ecological effects that noise will have on our society in the long run.

The materials are available for us to build quieter homes, offices, schools or factories — high noise-isolation glass and other materials that will absorb sound — but they are two to three times as expensive as those we usually use in construction.

We must be far-sighted, and plan to control the insidious factor of noise in our construction. But we can't put a muffler on everything.

Consequently, Lambert sees the need, not only for research and redirection in combatting our noisiness, but also regulations on noise-level at the national level. Perhaps we must zone areas for noise-level, and construct areas for quietness in a certain way.

Lambert receives 15 to 20 phone calls a week from people with noise problems. These people are apprehensive, fearful, laying awake at night and sometimes desparate. Should they move, or can something be done?

Lambert thinks something can be. And modern technology can help us, if together we are sensitive and totally aware of the problems noise can create.

There has been nothing in our modern construction plans to tell us that a facility will be noisy. And we may concentrate our human population in the noisiest part without knowing what we are doing.

Lambert has been in acoustical architecture since 1956. He is the only engineer at the University in the communications field — yet his own work and research has shown that more are needed in the field, along with more highly-trained acoustical architects who can work in modern-day noise control and abatement.

Today, some universities are starting centers for acoustics and noise control. And, again today, our hindsight is proving better than our foresight.

All of the experts agree that they can help those of us frustrated by noise in our environments and feeling that nothing can be done about it.

It can become sufficiently clear — with all this ruckus about noise — that economic progress, dollar-savings and even the gross national product are not satisfactory criteria for our quality of life.



**M**RS. Dolores Snook is a determined woman.

She is also an Indian and a University student who wants to make something of her own life as well as the lives of other American Indians.

Mrs. Snook spent her teens in the Red Lake High School on the Red Lake Indian reservation in northern Minnesota. The school has 200 students, enrolled in grades 7 through 12.

From inadequate educational beginnings at Red Lake she went to a Bureau of Indian Affairs boarding school, Haskell Institute, near Red Lake, "because it was really my only alternative," she told the Alumni News.

After these somewhat grim attempts to further her education, she left Haskell after a couple of years and came to the Twin Cities to work.

"After working for six years in an office I just decided this wasn't for me. I decided to come back to school and get a degree," Mrs. Snook said.

Her major is Indian studies and sociology — and other Indian students on the Minnesota campus.

The 28-year-old College of Liberal Arts sophomore became, last October, the chairwoman of the fledgling American Indian Student Association (AISA) located on the University campus.

"At first, we (the AISA) were interested in getting together as University Indian students. We were a social organization and we just wanted somewhere to hang together, I guess, rather than being sucked into the community — which is really what happens when one first gets down here."

Mrs. Snook estimates that about 80 American Indian students are enrolled in the University and attending classes on the Twin Cities campuses. About 25 of them belong to or are interested in the American Indian Student Association — what she considers a large number considering that the majority of Indian students must work to support themselves and consequently have little time for organizational work.

Today the AISA acts as an information and help agency for the Indian students, having materials available for them on scholarships and loans, educational opportunities, as well as involvement in campus and community activities that might benefit the American Indian population as a whole. The Association also tries to reach Indian students with academic problems, and through the assistance of their Indian counselor, Bob Lint, refers students to the proper individuals for tutoring.

"The Indian student is treated as a non-person on the University campus," she said.

"He's not being recognized as a student, he's more or less pushed aside in anything that occurs. In any programs that the University has for minority groups, you will hear about foreign student programs but never about native American programs, except for those we've initiated ourselves this last year.



## **STUDENT LEADER**

"We're just starting to speak up for ourselves, for any issues that would be pertinent to us right now."

Financing is something Mrs. Snook considers very important to the Indian student, and she has found that he isn't informed about the availability of scholarships and loans until he reaches the campus.

"The loans and scholarships specifically available for Indian students today are inadequate. Those students who couldn't make it under the Indian scholarship grants might be able to be here if they knew about other sources of loans or about work-study programs that could supplement their tuition or else even pay for it."

Academic, as well as financial, problems plague Indian University students. The high schools that they attended, usually located in rural areas, rank low academically, Mrs. Snook said.

"Take, for example, the skill of being able to speak out. A lot of them come here without ever having had to speak out before.

"Hopefully, we in the Student Association will be able to back them up in any such problems they might have."

In minority matters, the American Indian is left behind, Mrs. Snook feels.

"When you talk about minority groups on the campus you very seldom hear anything about American Indian students. In every article you read in the *Daily* about minority groups at the University, the total emphasis is on blacks, with very little, if any, reference to Indian students."

This academic year, however, AISA has been working hard to change this. The Association has not only become more involved in campus affairs, but also in community affairs, that relate to the American Indian student and his future in the contemporary





**Mrs. Dolores Snook,  
Chairwoman,  
American Indian  
Student Association**

environment. Indian students today have seats on several boards where they have voting power, including the Urban Indian Federation and the American Indian United, both of which deal with urban Indian problems.

Education is a very special area of interest for Mrs. Snook, and one that she emphasizes through her work with AISA.

In February she sponsored a state-wide conference on Indian student higher education at the University. The conference, designed to draw students from junior high through college age, included workshops and lectures to draw them into a discussion and evaluation of the current educational process that the Indian student is involved in. Nearly 400 Indian students attended the conference, many of the younger ones coming from reservation schools located throughout the state.

Mrs. Snook hopes, that through participation in the conference, the Indian students are encouraged to take advantage of opportunities in vocational training as well as higher education.

Recently, she was a National American Indian College Student Association representative to a convention in Washington, D.C. that dealt with Indian education.

"We were able to get information as to different sources and people that are influential in Indian education, and the ways and hows of getting to the top people who could help us bring the Indian student problem into focus.

"This is the work that I'm interested in right now."

Besides these activities, Mrs. Snook is a teaching assistant in the Chippewa language courses taught in the University's new department of American Indian studies, formed at the end of the last academic year.

The department, whose curriculum leads to a bachelor of arts degree, offers lower-division courses in General College, core courses in the College of Liberal Arts and various other departmental courses that complement the core courses.

Some of the offerings this year include Minnesota Indian History, American Indian Culture, Minnesota Indians in the Sixties, Beginning Chippewa, Cultural Patterns and Social Change Among American Indians, Urban Indians in the United States, Indians of the Great Plains and Intercultural Education: Indian-American Populations.

Mrs. Snook sits on the advisory board of the new American Indian Studies department, and is also available to speak "to any group that wants to hear me."

In addition to her vocalness and work for the American Indian student, she carries a full load of credits as a college student.

How can she keep up with her studies?

"I get away from the University about a week before finals. That's when I sit down and really study."



FRESHWATER BIOLOGICAL RESEARCH FOUNDATION President Richard G. Gray, Sr., left, points to the land site of the proposed Freshwater Biological Institute that was recently acquired on Lake Minnetonka. Stuart F. Silloway, center, president of Investors Diversified, the company that donated the land to the Institute, taking it off the drawing boards and onto solid ground, and Richard S. Caldecott, dean of the University's College of Biological Sciences, the University unit that will manage and staff the Institute, also note the location of a project that will be the first coordinated attack anywhere in the world on fresh water problems.



## FIGHTING FRESHWATER POLLUTION

The first training facilities for aquatic biologists to use in their fight against freshwater pollution will soon be built on Lake Minnetonka, the Freshwater Biological Research Foundation announced recently. Within five years after its opening, the proposed Freshwater Biological Institute will be turned over to the University of Minnesota.

"Students trained in the Institute will be among the most valuable resources of the state and nation," Dr. Richard S. Caldecott, dean of the University's College of Biological Sciences said.

"They will be the ones who will have the knowledge to both instruct future generations and grapple successfully with present problems of freshwater pollution.

Twelve laboratories — six for use by staff scientists and graduate students working toward their doctorates while in residence, and six for visiting scientists — will be built in the Institute. President of the Freshwater Biological Research Foundation, Richard G. Gray, Sr. '40GE, said that the project will be the first coordinated attack on freshwater pollution problems anywhere in the world.

Lake Minnetonka is an ideal "guinea pig" for the Institute, Gray said, because it has a variety of water depths, more than 100 miles of shoreline; many islands, channels, bays and open reaches; densely-

developed housing; heavy use by boats and fishing; a broad watershed to the west, and sewage effluents.

In addition, the lake has three kinds of lakes contained within it as a result of its glacial history. These represent three of the four general kinds of lakes known in the world. Thirty-five species of fish and over 20 kinds of aquatic plants or weeds are available for in-depth study in Lake Minnetonka.

Investors Diversified Services has made available five acres of land in the Navarre area of the lake for the Institute's site.

The property, located at the junction of county highways 19 and 15, is close to the Mississippi, Minnesota and Crow rivers. Nearby clean or pristine lakes, neighborhood ponds and marshes will be available for study.

The land is centrally-situated for easy access to all parts of the lake. Minnesota's range of climate will aid in studying biological changes, their interactions and reactions, Gray said.

Securing the land is the first major step toward making the Institute a reality, Gray said. The Foundation plans to begin a \$4 million fund drive in the near future to build, equip and staff the Institute.

The University's College of Biological Sciences will manage and staff the Institute. Dean Caldecott said recently that the University will begin phasing funds into the Institute as soon as it opens.



# Five Outstanding Alumni Will Be Honored At MAA Annual Meeting

**F**IVE outstanding Minnesota alumni will be honored for their efforts in behalf of the University and for their career achievements at the 66th Annual Meeting and 21st Honors Presentation of the Minnesota Alumni Association on June 2.

A reception in the Alumni Club, located on the main floor of the Sheraton-Ritz, will precede the annual dinner meeting scheduled to begin in the Cotillion Ballroom of the Sheraton-Ritz Hotel, Minneapolis, at 7:00 p.m. The reception will begin at 6:00 p.m.

Outgoing MAA president James Watson '42BA will preside over the annual event during which University President Malcolm Moos will present three Outstanding Achievement Awards and two Alumni Service awards. The five new MAA board members and officers for 1970-71 will also

be announced at the meeting.

Reservations for the annual gathered can be made, at \$7.50 per person, by contacting the Minnesota Alumni Association, 205 Coffman Union, University of Minnesota, Minneapolis 55455, telephone 373-2466. Reservations will close on May 28.

All Minnesota alumni are invited to attend the June 2 meeting and take advantage of the opportunity to renew University acquaintances as well as to meet outstanding Minnesota alumni, and the new officers and board members of the Association.

Make your reservations today with the coupon below!

Grant H. Johnson '39BA '47MA and Albert H. Heimbach '42BBA are the two Minnesota supporters who will receive the Alumni Service Award from President Moos during this year's annual meeting.

**"SPIKE"** Johnson, superintendent of schools, Buffalo, Minnesota, has long been a strong, loyal supporter of the University and the work of its alumni. After he became involved in alumni work in 1949, Johnson was the instigator and initiator of organized alumni groups in Mountain Lake and Detroit Lakes, Minnesota, that have been outstanding in their achievements and activities to promote the University in their communities.

Along with a distinguished career in education as a teacher, principal and superintendent, Johnson has also maintained an active public service life as a board member of the Minnesota State High School League, serving as its treasurer and president, as chairman of the Governor's Commission on Health and Recreation, 1954-55, as president of the Western Schoolmasters Association in 1958 and as president of the Western Division of Professional School Administrators in 1959-62.

Currently he is a member of the Building Commission for Planning Schools for the State of Minnesota, the Commission for the Reorganization of School Districts in the State of Minnesota, and of the Minnesota Alumni Association's board of directors.

The superintendent of the Buffalo schools since 1968 and an instructor in off-campus courses for Mankato, Moorhead and North Dakota State University, Johnson previously served as

*(Continued on page 25)*

Minnesota Alumni Association  
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Yes, I plan to attend the 66th Annual Meeting and 21st Honors Presentation of the Minnesota Alumni Association on June 2 in the Sheraton-Ritz Hotel, Minneapolis.

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# THE ALUMNI BOOKSHELF

Featuring reviews of books written by,  
about and of interest to Minnesota alumni.

THE SINGER AND HIS ART. By Aksel Schiøtz.  
New York: Harper Row Publishers, 1970.  
Pp. 214. Cloth \$6.95.

Aksel Schiøtz, the Danish singer with an international reputation in opera and concert, has taught at the University of Minnesota. His Lieder recordings are a model for all singers, and he has performed at the Edinburgh Festival, the Casals Festival at Perpignan, the Vancouver International Festival, the Stratford Ontario Shakespeare Festival and on numerous tours throughout the world. He currently lives in Copenhagen.

Aksel Schiøtz, considered by many to be one of a handful of truly great singers of this century, has written a book in which he relates his own ideas on the skill and art of singing, and its application to various styles of music. With clarity and straightforwardness, he is able to define the singer and his craft with the same frankness and modesty that characterizes his own singing — and yet does not neglect the most basic aspects of singing.

In *The Singer and His Art*, Schiøtz disagrees with many vocal instructors, and maintains that there is no "one and only" method of voice training.

"It is one of the most demanding duties of the teacher to be able to study each pupil individually and decide which method is the best in each case. In order to develop the student's own personality so that he does not become just an assembly line copy of his teacher, he must be taught to take a critical attitude toward everything he is told," says Schiøtz.

The singer-turned-author also gives advice on how the singer can work most effectively with a teacher or coach.

*The Singer and His Art* includes an analysis and interpretation of lieder, art, baroque, oratorio, French and English songs, as well as opera, and through numerous musical examples demonstrates how these different types of compositions should be approached.

"In bringing the songs he sings to life, the interpreter must feel his responsibility toward both composer and poet. . . . His artistic conscience should restrain him from augmenting or in any way distorting the composer's original intent," Schiøtz states.

Advice is also given on finding a compatible accompanist, planning a recital, and methods of improving diction and rhythm. And there is a guide to selected listening so that the approaches of various artists may be compared.

A native of Denmark, Schiøtz was smuggled out of the country as a "national treasure" during World War II. He insisted upon returning, and was later decorated by

King Christian X for his services as "The Resistance Singer" during the Nazi occupation.

As Gerald Moore points out in his preface to the book, Aksel Schiøtz perhaps knows more than most singers about the workings of the voice. At the height of a brilliant career he was affected by an illness which left him paralyzed and unable to speak, and only after long and arduous training was he able to regain control of his voice.

Called by many in the music world who have read it, a wise and sensitive book written by a dedicated artist, *The Singer and His Art* could well be an incomparable guide for the young and not-so-young singer who wishes to learn from a great artist what the right conception of his art is.

✧ ✧ ✧

## SELECTED POETRY AND PROSE OF JOHN DRYDEN.

Edited with an introduction and notes by Earl R. Miner '49BA '51MA '55PhD. Modern Library  
College Editions, 1969. \$1.95 paper.

Sandwiched between Milton and Pope, as he is, Dryden is one of the most neglected of the great English poets. In literature surveys one passes quickly over him, glancing perhaps at *MacFlecknoe*, as a kind of introduction to Pope. There is, of course, more to Dryden and his times, which demands careful consideration as an independent literary epoch.

This new edition of Dryden's work presents us a fuller picture of the man, his work and the epoch. Miner has included Dryden's lyric poetry, his rollicking satires including *MacFlecknoe*, and his sonorous narratives like *Absalom and Achitophel*. In addition, there are representative samples of Dryden's prose work, including his *Essay of Dramatic Poesy*. As difficult and dated as Dryden's prose work often is, such selections are welcome, particularly for the light they throw on Dryden's assumptions about life and art.

One can, of course, always quibble about an editor's selections for an anthology such as this one. Everyone can find something that they feel ought or ought not to have been included. On the whole, however, Miner's selections are balanced and judicious.

There is really only one point that this reviewer objects to in this edition. Miner has chosen to place his glossary for dated vocabulary at the end of the volume. Checking references thus becomes a chore that breaks the flow of reading. Footnotes are preferable — despite the demands they make on space. This is a small point,



## UNIVERSITY PRESS ANNOUNCES McKNIGHT AWARDS PROGRAM

Establishment of an awards program that will be conducted by the University of Minnesota Press and financed by the McKnight Foundation, St. Paul, was announced recently.

Under the program, several cash prizes — the McKnight Awards of the University of Minnesota Press — will be given annually to the authors of distinguished works published by the Press during the preceding calendar year. The annual awards will include a first prize of \$1,000 and two second prizes of \$750 each.

The agreement by the University and the Foundation to establish the program stemmed from a mutual recognition that the writing and publishing of distinguished works makes an important contribution to the educational and cultural development of a region and the nation, and that such publishing is a function and a goal of the Press as a department of the University.

The first year's prizes will be awarded to authors of works published by the Press in 1969. The winners will be announced this spring, and an awards dinner will be given following the announcement.

however, in a volume that ought to prove valuable to teachers of English literature and general readers as well. — M.P.



**THE CHICAGO PRAGMATISTS.** By Darnell Rucker. Minneapolis: University of Minnesota Press, 1969. \$6.00 cloth.

At the University of Chicago at the turn of this century, John Dewey, George Herbert Mead, James Tufts and James Angell were instrumental in fashioning a variety of pragmatic philosophies that had far-reaching consequences for a number of academic disciplines. In *The Chicago Pragmatists*, Darnell Rucker has studied the ideas of this scholarly community and traced their impact on psychology, education, religion and other social sciences.

As an exposition of the ideas of the Chicago school, Rucker's study is excellent. He traces their rejection of a static world for one of flux, their search for a "new" logic of inquiry, their commitment to the values of democracy and science. He demonstrates their impact on the rise of functional psychology, on progressive education which stressed the interaction of life and learning, and on a religious view which stressed pragmatic meaning. On the relationship between pragmatism and the developing social sciences, Rucker is less clear. He suggests that scholars like Albion Small, W. I. Thomas and Thorstein Veblen were in debt to Dewey's thought, but he does not really analyze the relationship.

What is lacking in Rucker's study, it seems to this reviewer, is any analytical framework through which he

can link the Chicago pragmatists to the larger American academic community itself. The men gathered at Chicago for the decade 1894-1904 shared something more than territory. This reviewer suggests that they were part of a general societal phenomenon that was transforming the character of American academic life, that they shared value commitments shaped by similar origins and patterns of social mobility. Further, this reviewer suggests that they shared these things with members of similar clusters of academics forming around other new graduate schools — Columbia, Harvard, Berkeley, Wisconsin and Johns Hopkins, to name only a few.

Perhaps studies of "influence" are outdated in intellectual history. Men's minds are seldom changed by books alone. Rather, as Thomas Kuhn suggests in his *Structure of Scientific Revolutions*, major changes in intellectual life are generalizing responses by members of a community of practitioners confronting shared problems.

Rucker obviously sees the accomplishments of the Chicago pragmatists as collective ones, but, because he fails to put their efforts into the framework of the sociology of knowledge, he fails to explore the nature and extent of the collectively. — M.P.



**THE YEAR OF THE PEOPLE.** By Senator Eugene J. McCarthy '39MA. New York: Doubleday & Company, 1969. \$6.95 cloth.

As one member of the "children's crusade" during the Presidential campaign of Minnesota's senior senator, Eugene McCarthy, I looked forward to his analysis of that movement with high expectations. On first reading, however, *The Year of the People* was a disappointment. Yet, picking up the book again after six months, has altered my perspective and allowed for some appreciation of the Senator's intent.

The book is not a history of the campaign, McCarthy is quite clear on that. He realizes that his role in the effort was only part of the much larger forces that were moving American politics in 1968. For example, he gives his youthful supporters only two pages in this account. Not, however, because he lacks appreciation, but because he realizes that *their* campaign was different from his, even though the two were inextricably linked. "After all," as one of his young supporters put it, "if I had written the story I would have given only two pages to the Senator."

The title, *The Year of the People*, itself is an indication of McCarthy's desire to stress his limited role and place the focus on the American people themselves. All McCarthy seeks to do in the book is to "fill in some of the information gaps and clear up some of the misunderstandings that arose in the course of the campaign."

He discusses his motives for entering the race, his relations with the press, his relationship with poet Robert Lowell, his attitudes toward the Johnson administration and his attitudes toward the Kennedys. On the latter point, McCarthy says of Robert Kennedy, "he was the most worthy advocate — dedicated, energetic — committing all his strength to the end of achieving



objectives which he had concluded were good for the country." McCarthy remained cool toward the Kennedys, but his was a coolness tempered with respect.

The book is not a great one, certainly not the last word on the politics of 1968. In many ways, however, it objectifies the man — at times witty, at times acute, occasionally arrogant, always honest and understated. Throughout *The Year of the People*, McCarthy betrays his sense of human limitations and the limitations of what politics alone can accomplish. — M.P.



**MODERN AMERICAN CLASSICS: AN ANTHOLOGY OF SHORT FICTION.** Edited by David R. Weimer '54 Ph.D. New York: Random House, 1969. \$3.95 paper.

This volume brings together short stories by a number of 20th century American writers from Dreiser to Flannery O'Connor. The stories in the collection are, on the whole, good ones, but there is really nothing to recommend this over other anthologies of short American fiction.

A major objection that this reviewer has to this particular anthology — given its title — is the poor selection of the work of Ernest Hemingway. Whatever one might think of Hemingway's themes, he is unquestionably one of the masters of the short story. He is represented in *Modern American Classics: An Anthology of Short Fiction* by only one story — "The Short Happy Life of Francis Macomber" — which is hardly his best.

Nor does there appear to have been any guidelines to the selection of stories for the volume — historical, critical or thematic. They are good stories, and that is enough to recommend it to someone in search of bedside reading.

But, if one is looking for a volume that attempts to add a broader critical perspective, look elsewhere. — M.P.



**THE CAROL THOMPSON MURDER CASE.** By Donald J. Giese '58B Journ. St. Paul: Llewellyn Publications, 1969. Pps. 288, illus. \$5.95 cloth.

This is the first book of *St. Paul Pioneer Press* reporter Donald Giese, and one written by a journalist who had an inside track on the Carol Thompson murder from the day it happened.

Now — more than seven years after the murder, Giese recounts the days of chilling horror that later terrified the Midwest and preceded the sensational trials. He relates with immaculate detail the entire story of the most shocking murder in the Midwest's crime annals.

Carol Thompson was a devoted young wife and mother. She and her family lived in the fashionable St. Paul suburb of Highland Park. She might have been your neighbor. She might have been your wife's best friend. Certainly — after you read this book — you will realize that she was the most unlikely of murder victims. Her only fatal fault seems to have been her choice of husband.

T. Eugene Thompson, for outward appearances, was a promising young attorney, church elder, family man

and thoughtful husband. Apparently so thoughtful that his brilliant mind was motivated by a boundless ego to plan the tragic, accidental death of his wife that would enable him to reach a fantastic goal — one million dollars.

Only a few outside of the St. Paul "underworld" where he had shopped for a hired killer knew the other side of T. Eugene Thompson, until this book was written. Giese tells a story, that from his work as a journalist, is true — yet somehow almost unbelievable. The reader learns that this murder was planned with meticulous detail and planned to be perfect, until greed and blunder made it a tragic, grisly death for Carol Thompson.

*The Carol Thompson Murder Case*, however, is not another *In Cold Blood*. Giese does not have the dramatic, cutting flair of the author of the latter. His book about the Thompson murder is obviously written by a journalist, and sometimes numbing not because of the horror it recounts, but because of the endless facts, facts that were built into a murder sentence for T. Eugene Thompson by the district attorney which Giese relates.

Yet there is more than one story in this book. The second is that of a reporter's fight to protect his confidential sources — sources which gave Giese the knowledge to write such a book.

Giese has written over 50 articles for major publications. But perhaps his most noted accomplishment was his significant legal breakthrough in the field of journalism made in his coverage of the Carol Thompson murder case.

If you had any doubts about the real killer of Carol Thompson, this book will end them. Its verdict is very final.



**SOURCEBOOK OF ELECTRONIC CIRCUITS.** By John H. Markus '54 BA. New York: McGraw-Hill Book Company, 1968. Pps. 864, illus., Index. \$18.50 cloth.

*Sourcebook for Electronic Circuits*, a desk-top information retrieval center for circuit designers, tells within minutes where to find complete information on over 3,000 different circuits, and gives essential construction and adjustment details, design precautions and other application data.

The book is logically arranged in 100 chapters for easy reference when seeking a starting point for circuit design, and with each circuit is a concise description of its significant features, performance data and operating characteristics to facilitate choosing the circuit that most closely meets current needs.

Although the majority of circuits shown are recent semiconductor designs, the important electron-tube circuits are adequately represented since there are still applications where only tubes can do the required job. A citation giving the original source in which the circuit is described in detail is provided with each description.

A pioneer in the field of electronics, *Sourcebook for Electronic Circuits* is the first single-volume guide to so many circuits, complete with values, conveniently arranged for quick retrieval of wanted information. To further aid in retrieval, a comprehensive back-of-book



subject index is included, with many cross-references to take care of circuits known under a variety of names. The index gives quick access to circuits either by type, performance, application or popular name.

Of particular importance is the inclusion of values of all parts for the circuits, since these values often are the only clue to differences in performance of circuits that in other respects are identical. Moreover, inclusion of values is often sufficient for an engineer, eliminating entirely the need to look up the original descriptive

information in an article or book. With values for one application as a starting point, it is much easier to modify the circuit for new application.

The 100 chapters — from alarm to welding — deal exclusively with such specialized circuits as amplifier, automotive, battery charging, beacon, capacitance control, character generator, clock, comparator, current control, flash, infrared, medical, noise, photography, radiation, scanner, simulator, staircase generator, test, timer, ultrasonic and voltage measuring.

## The witticism of Sen. Dirksen and highlights of and behind the scenes with one of the greatest statesmen of this century



\$4.95 (cloth)  
\$2.75 (paper)

His record of espousing legislation and voting ranged from ultra-conservative to liberal. He confounded the experts; won Congressional elections often against towering odds. His sense of history, his knowledge of law and legislative processes were only exceeded by his vast storehouse of facts from ancient history, the Bible, to current events.

He was declared to be by leading political writers and observers the most outstanding statesman of this century; by most who heard him speak to be by far the greatest orator of all times. When he spoke his colleagues gathered from both sides of the aisles; the press galleries suddenly came alive with jostling reporters eager to get a seat, and the public galleries filled to overflowing. They wanted to witness the "Master of Metaphor", the "Wizard of Ooze", the "Silver Throated Socrates", the "Grand Old King of the Senate".

Regardless of what Everett McKinley Dirksen '14-'17 said or did, a large segment of the public and his colleagues knew that persuasion, wisdom and

diplomacy were his tools; courage, fairness and integrity, his creed.

The authoress presents these qualities in *Dirksen: The Golden Voice of the Senate* with love and affection for a man whom she had the privilege of observing and collecting material on since he took his seat in the U.S. Senate in 1951, and to whom she is deeply grateful for keeping alive such old-fashioned values as patriotism, courtliness, dignity and homespun humor.

The book, said to be the only biography of Dirksen written during his lifetime, contains chapters on The President's Senator, A Senator's Senator, Champion of the People, Dirksen — Philosopher and Poet, Famous Dirksenisms, Dirksen and the Damsels and The Golden Voice of the U.S. Senate.

Senator Dirksen, grandiloquent Senate Minority Leader under four presidents, died September 7 in Walter Reed Army Medical Center, Washington, D.C., of heart and lung failure following three cardiac arrests. He had had an operation for lung cancer six days before his death.

The witty and articulate Republican attended the University from 1913 to 1917, just before joining the American Expeditionary Forces as a private. He studied liberal arts for two years and law for a year and a half while working part-time as a clerk in the *Minneapolis Tribune's* advertising department, as a lawyer's assistant and as a helper in a railroad office.

To those who cherish his memory and his words, this small volume is a special addition to personal libraries.

The Minnesota Alumni Association  
205 Coffman Memorial Union  
University of Minnesota  
Minneapolis, Minnesota 55455

Here's my check for \$ \_\_\_\_\_ for \_\_\_\_\_  
(\$4.95 each) and/or \_\_\_\_\_ paper (\$2.95  
each) of "Dirksen: The Golden Voice of the Senate".

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coordinator for the Fargo public schools and as superintendent of the Detroit Lakes, Mountain Lake and Wanamingo schools.

**A**L Heimbach, vice president of Farmers & Mechanics Savings Bank, Minneapolis, has been active in University alumni work for the past 11 years. He served the School of Business Alumni Association for four years, on its board of directors, as its vice president and president, and on numerous committees.

Heimbach was elected to the board of directors of the Minnesota Alumni Association in 1962 and since that time has given progressive and vigorous leadership in behalf of the Association. He served as a member of the MAA Executive Committee until June 30, 1969, was MAA National President in 1968-69 and provided key leadership on a number of important MAA and University committees, serving on the latter as an alumni representative.

During his MAA presidency, the first alumni film, *Minnesota, Then and Now*, was produced, the first Alumni-Study Retreat was co-sponsored with University's General Extension Division, the first Alumni Tour - to Scandinavia-Russia - was scheduled, and a new membership dues structure was implemented. Also, as head of the Association, Heimbach was instrumental in changing the MAA Insurance administrator, seeing that a financial statement from the Alumni Club was sent to all Executive Committee members regularly, obtaining sponsors for the President's Dinner Seminar, and authorizing a new assistant director for the Alumni Fund and a new production manager for the Association.

And, it was during his tenure that the first annual award was made to a constituent association and alumni giving to the University reached a new high.



Grant H. Johnson



Albert H. Heimbach

The trio that will receive their alma mater's highest award, the Outstanding Achievement Award, includes Dr. Sam F. Seeley '25BA '27MD, Major General Albert M. Kuhfeld '26LLB and John B. Faegre '11BA '13LLB.

**D**R. Sam F. Seeley '25BA '27MD, eminent senior surgeon and currently a professional associate in the Division of Medical Sciences, National Academy of Sciences-National Research Council (NAS-NRC), retired in 1958 from a distinguished 31-year career in the Medical Corps of the U.S. Army.

When the brigadier general joined the staff of the National Research Council to coordinate the activities of numerous committees, including those concerned with shock, trauma, emergency medical services and anesthesia, he was able to continue his professional interests in shock and trauma, and make notable contributions in fields in which he had already won international recognition.

Dr. Seeley has stimulated national awareness of the problems

of emergency medical care and is developing programs to solve them. His publication of *Accidental Death and Disability: The Neglected of Modern Society* started a nation-wide effort to improve such care.

The doctor, who was commissioned a first lieutenant in the Medical Corps Reserve in 1927, made contributions during his military career that are saving lives today on the battlefields of Vietnam.

He established the Division of Surgical Physiology at the Army's Walter Reed Hospital, and chaired the committee at SHAPE Headquarters that produced the NATO *Handbook on Emergency War Surgery* that is now a basic guideline for surgical care in Southeast Asia.

During the Korean War, Dr. Seeley was chief of the surgical service at Walter Reed Hospital and director of surgical research of the Army Medical Graduate School where advances in vascular surgery for battlefield casualties with vascular injuries were developed. His experience led him to organize a vascular referral center at Walter Reed General Hospital and to organize a vascular





John B. Faegre



Dr. Sam F. Seeley



Albert M. Kuhfeld

surgery team able to do primary repair of the injured artery at the battlefield. The team was dispatched to Korea and demonstrated the new principles. The amputation rate fell sharply.

He also served as chief of surgical service at Brooke General Hospital where he established a surgery research unit, as chief consultant of the European Theatre and as chief of the professional service division in the Office of the Surgeon General.

When he retired from the Army he held six Service Medals, including the Legion of Merit with Oak Leaf Cluster and the Bronze Star.

Dr. Seeley's service to mankind continues today, as he brings advanced knowledge to the battleground of civilian trauma.

**MAJOR** General Albert M. Kuhfeld, USAF (Ret), '26LLB, is presently associate dean of the College of Law at Ohio State University, having joined the faculty in that capacity in 1965, as well as a member of numerous legal associations and federations

in whose work he is deeply involved.

Considered a foremost authority on military justice who has distinguished himself repeatedly for his services in that field, he served as Judge Advocate General of the United States Air Force from 1960 until he retired in 1964.

The general has been awarded the Oak Leaf Cluster of the Legion of Merit and the Distinguished Service Medal for his contributions to the Judge Advocate General's department. In his administrative role over military justice within the Air Force, he supervised approximately 1,200 lawyers and 1,600 non-lawyers assigned to more than 300 legal offices throughout the world and was legal adviser to the USAF Chief of Staff and his staff. Consequently, General Kuhfeld carried the responsibility for more than 36,000 criminal cases and an equal or greater number of civil cases in claims, military affairs, patents, litigation, international law and procurement counseling during a working year.

General Kuhfeld was called into the Armed Services in 1942, when he was on a leave of absence from the North Dakota Attorney General's office to head the state's

Code Commission that was working under legislative direction to completely revise the North Dakota Code. Prior to this appointment, he had been serving as assistant attorney general for North Dakota since 1934.

After a year in the service, the general became an executive officer to the Air Force Judge Advocate of the Fifth Air Force in the Southwest Pacific area, and 12 months later judge advocate of the Fifth Air Force in that area. For his overseas service, General Kuhfeld received the Bronze Star Medal and the Legion of Merit.

Later, when he had returned to the United States and had held a series of military appointments, General Kuhfeld was assigned to the office of the Advocate General, Headquarters USAF, in 1948. He served as chairman of the Board of Review, and later on the Judicial Council through his appointment as brigadier general and assistant judge advocate general for military justice.

In 1950 General Kuhfeld was admitted to practice before the bar of the U.S. Supreme Court.

Three years later he was appointed assistant judge advocate general, USAF, then to major general in 1954 and served in that



Make your reservations TODAY for the MAA Annual Meeting . . . and don't forget to vote for your MAA Board selections! See the Ballot on page 3.

capacity until the President named him Judge Advocate General of the USAF in 1960.

Since the beginnings of a legal career which included editing work for the reissue of Girard's *New York Real Property Law*, law practice in Minnesota and North Dakota, and as state's attorney for Golden Valley County, North Dakota, General Kuhfeld has become and continues to be an outstanding authority, teacher and legal leader for his country.

**J**OHAN B. Faegre '11BA '13LLB, Wayzata, Minnesota, nationally-known businessman and legal adviser, is a senior partner in the law firm of Faegre & Benson, Minneapolis. And, as an attorney, he has distinguished himself with his legal work in the fields of business and finance.

Faegre, who is a member of the American Bar Association, the Minnesota State Bar Association and the Hennepin County Bar Association, and a fellow of the American Bar Foundation, was admitted as an attorney to the United States Supreme Court in 1925.

He has also been and continues to be a director of many top-ranking corporations and nationally-eminent organizations,

currently serving as a director of the Chicago, Rock Island and Pacific Railroad Company and as a member of the executive committee of the Minneapolis Foundation. In the past he served as a director of the Northwestern National Bank of Minneapolis and the Northwest Bancorporation, with each for more than 20 years; of the Northwestern Mortgage Company, the Shevlin-Hixon Company and related companies; and as a director, chairman of the board and president of the Minnesota and Ontario Paper Company and its U.S. and Canadian subsidiaries. He headed the latter international organization from 1950 to 1955.

"Bart" Faegre, always a great sports and outdoor enthusiast, played end for the University of Minnesota on the famed 1909 Big Ten Championship football team. He has since taken to mountain climbing, big game hunting, horseback and canoe trips, fishing and golf.

Faegre carries membership in the Minneapolis Club of which he is a past president, the Minikahda Club, Woodhill Country Club, the Chicago Club, Beta Theta Pi and Phi Delta Phi law fraternity.

He has not only distinguished himself, but also his profession through his continued fine business leadership and work in the Midwest.

## OUTSTATE CHAPTER NEWS

### MOUNTAIN LAKE

At their February annual meeting, the Mountain Lake alumni group elected the following new officers: Harold Lund, president; Arnold Regier, vice president; Mrs. Lee Loewen, secretary-treasurer. Dennis Franz, Bingham Lake, Minnesota, was added to the board of directors, and Dr. Lowell Wenberg is heading the group's University Committee.

This summer, the chapter plans to hold a Fourth of July breakfast for high school students in their area.

### MARSHALL (Lyon County Branch)

Members of the Marshall MAA chapter recently elected Dave Sullivan as their president, Dale Anderson as vice president and Mrs. Ken Sorenson to another term as secretary-treasurer. New board of directors members, elected for a three-year term, include Mrs. Irene Timm and Dr. Roy Lindren, Jr. Other board members are Randy Patton, Mrs. Helen Schultz and Dr. Owen N. Germundson.

At the chapter's recent annual meeting, Dr. Stanley Sahlstrom, president of the University's Technical Institute, Crookston, was the featured speaker. Two junior Marshall High students, Senator Joe Josephon, Representative Cap Fischer and the Marshall High student counselor were guests of the chapter.

### GRAND RAPIDS

New officers and board members of the Grand Rapids chapter, elected at their annual meeting, include Dr. Vern Erickson, president; Harvey Sandstrom, vice president; Mrs. Audrey Virden, secretary-treasurer; board members Dennis Murphy, Dr. Gary Glomstad, Gerald Sullivan and Dr. Richard Anderson (ex-officio).

Dick Anderson, chairman of the University Committee, will encourage more student contact activities through the chapter.

### BEMIDJI

Bemidji chapter president Dr. Frank Heglund recently announced Miss Sharon Fruetel as the group's new secretary-treasurer, and Evert Wickstrom, Les Mattison, Bill Sliney and Dr. James Ghostley, as new board members.



## dave shama's GOPHER TALES



*IN February 1967 this writer did a column on newly-appointed University of Minnesota basketball coach George Hanson which is just as timely today as it was then.*

*The Gophers were in the midst of a poor season that was to end in a tie for last place in the Big Ten. In February an illness to then head basketball coach John Kundla gave Hanson an opportunity to coach the Gophers for two games.*

*Minnesota lost a close game to Indiana and defeated Illinois. Written after the Illinois victory, the column said in part:*

*"Last Saturday the Gophers played as a disciplined, dedicated and inspired basketball team against a representative opponent. Bluntly, they bore no resemblance to the home occupants of earlier in the year.*

*"The team's resurgence is very attributable to Assistant Coach George Hanson who has seized*

*the opportunity of temporary leadership with fire. When Hanson is sitting on the Minnesota bench he changes from a quiet, mild-mannered gentleman into an outwardly flamboyant character . . .*

*"He shouts directions, criticisms and praise and gets results. Hanson's enthusiasm even resulted in a technical foul, sort of a symbol of the new Minnesota basketball team."*

The column is repeated here because it provides a description of Hanson as a head coach. It's an important glimpse at a man who played that role but twice from 1965 to 1970.

The rest of the time Hanson was the employee and played the role. Perhaps he played it too well for he created an image that has made some coaches, fans and members of the media skeptical of his appointment as head coach.

As an assistant Hanson was Ned Nice Guy. He was anything but dynamic or aggressive. Whenever he was with Fitch he seldom had much to say and often seemed to be as much of an observer in practice as a visitor.

"How could this guy lead men?"

"How could he recruit?"

These and similar questions have always been in the minds of those interested in University basketball. They haven't been doubts that Hanson has shared — though he knows others have and will question him.

"It all goes back to playing the role," he said, recently. "I haven't been aggressive before because I wasn't in a position to call the shots.

"I am an aggressive, winning person. Minnesota will have a dominant, take-charge coach."

Fitch, who recommended Hanson be his successor, says his former assistant has changed considerably in the last two years.

Hanson learned much from Fitch, particularly in recruiting — perhaps the most vital part of being a college coach. Fitch taught him how to promote himself, the University and the basketball program when speaking to a prospect.

Hanson said he learned new approaches in coaching, philosophy and recruiting. It's no wonder that he was reportedly in near tears when speaking of Fitch before interviewers last month.

The two-year course with Fitch coupled with

*(Continued on page 42)*



## MINNESOTA

### PEOPLE:

# BOB CHRISTINE

Bob Christine is as young and dapper today — after 47 years with the University — as he was when he began work on the Minneapolis campus in 1923.

His secret — working with young people.

Bob, who retired earlier this year as recreation facilities supervisor in Coffman Memorial Union, was in charge of the Union billiard room, counter concessions and vending machines.

A familiar figure to both students and staff who frequented the Union, Bob was in the building by a quarter to six every morning, opened the news stand at 7 a.m. and “went like greased-lightning” to keep the other facilities running properly, until he left the campus between 11:30 p.m. and 12 a.m. every night.

Such a working schedule should have been enough challenge for a man who put in twice as many working hours as anyone else on campus. Yet Bob Christine has a love for music and the performing arts — and a love that led to a “part-time” job as chief usher at Northrop Auditorium that lasted for 18 years. During those years he was on duty for all the concerts, lectures and operas held in the University’s major facility, and each year recruited about 400 students to serve as ushers.

Often this recruitment was difficult, and still today Bob “can’t understand why students don’t take advantage of more cultural events and entertainment” available on the campus.

Bob started his unique career at the U as manager of the Soda-Grill and later supervisor of the Billiard Room in the Nicholson Hall Minnesota Union. He accepted the University job because it fit in with his music — which for many years was playing drums for and leading an orchestra made up of students that played at campus dances.

These were the 1927 “Minnesotans” — the best college band in the Big Ten — that represented the University for three and one-half months in Europe, playing engagements at the Russian Cafe in Paris and in London, Brussels and Ostend. Bob’s drums were also known with Doc Evans and at the Marigold Ballroom, the Radisson, Golden Pheasant Cafe and “chop houses” in the Minneapolis area.

Bob, who is mainly interested in jazz and Dixieland, is a solid dance drummer who still practices at home every day, but would only take a job now “for kicks.” He isn’t a proponent of “hard rock” and is saddened by its effect on classical music.



“Rock has taken away many young people who would have had some career with classical music,” he told the Alumni News. “It’s music that really isn’t music.”

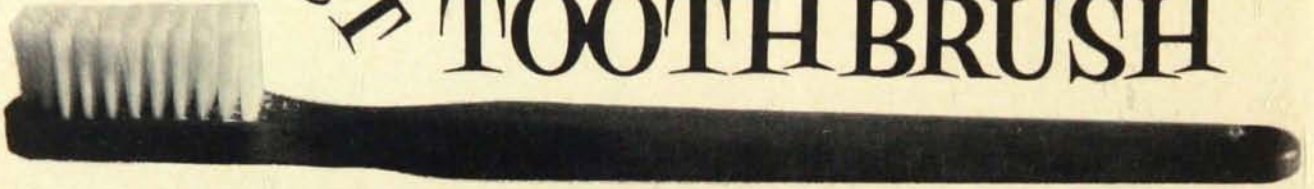
Bob came to the Coffman Billiard Room as supervisor when it opened in 1940, and during that time he associated with world’s experts in billiards.

And he coached a University billiards team that took the National Championship in 1943 and a coed team that took second place nationally in 1942.

Today Bob Christine is happy that “the pressure is off” and he can catch up on things at home. Now he looks forward to bicycle rides, hikes, fishing trips, and repair work and painting.



# PROJECT TOOTH BRUSH





*Hello, boy and girls. I'm a dental hygienist. And I have come here today to talk to you about your teeth.*

*First, let's talk about what our teeth do for us . . .*

*They help us chew our food.*

*They help us to say our words clearly, so that we can talk to each other.*

*They help give us a happy face when we smile. We all like to see our friends happy, don't we?*

*Your teeth must last you a long, long time. Now — if you want your teeth to keep on helping you, you must take good care of them. You do this by brushing your teeth with this helper — a toothbrush.*

*These big plaster teeth are like the teeth you have in your mouth.*

*Remember — your teeth have three sides: outside, inside and top. You should get the food off of each side of all of your teeth.*

*And you should brush your teeth like I'm brushing the plaster teeth.*

*Now, let's get into small groups and each one of you can have a turn at brushing these big teeth the right way . . .*

This is a simple statement about the importance of proper dental health. It is simple, and straightforward, as it should be for preschool children.

It is special, too. Special because the dental hygienists who delivered this statement on dental health in 1970 to preschool children in the nurse schools of community centers and churches are alumnae of the University of Minnesota. And those who were not volunteers in the program were members of the young — but ambitious — Dental Hygiene Alumnae Association.

This is Project Toothbrush, a public service activity initiated by the Dental Hygiene Alumnae Association only a few years ago, that today reaches into 10 nurse schools for 18 separate fifteen-minute sessions and touches the dental care of over 600 children and approximately 15 percent of their parents.

Alumnae who work with Project Toothbrush visit nurse schools in the deprived areas of the Twin Cities to primarily teach children how to brush their teeth. And, when the hygienists leave, they not only leave a working knowledge about good dental care with the children, but also a toothbrush and some toothpaste for each.

According to Goldie Wilensky '39GDH, president of the Dental Hygiene Alumnae, some of these children have never seen a toothbrush before the dental hygienists' visit.

Two or more professionally-trained women talk to each group of children and those parents who attend the sessions.

The parents are instructed by the hygienists how to prepare low-cost dental care cleaning aids, such as tooth powder from table salt and baking soda or mouthwash from table salt and water with a dash of

peppermint oil for flavor, and about the dental services in the Twin Cities that are available to low-income families — one of which, recently opened in south Minneapolis, is staffed by University dentists and another at the University's School of Dentistry Clinic.

Project Toothbrush has been very well accepted by the publically-run nursery schools, and the program that touches 507 children in 1968 expanded to reach over 600 children this year under the chairmanship of Lois Burndt '64GDH.

The two women pictured on these pages — Mrs. Marianne Japser and Phyllis Ostergren — are both married to dentists who are graduates of the University. They are among more than 60 alumnae who have volunteered their time, and often their money, to promote dental health to the less fortunate, to spread the good name of the University and to work within their field for the good of mankind.





# THE UNIVERSITY

## MORRIS CAMPUS ASKS \$4,322,000 FOR EXPANSION CONSTRUCTION IN 1971

The University of Minnesota, Morris submitted a building request of \$4,322,000 for the next biennium to the state Legislative Building Commission in an early-April meeting on the Morris campus. The request seeks funds for the construction of two major academic facilities — the second phase of the Library and the second phase of the Humanities building.

The University pointed out that the first phase of the Library, occupied in 1968, has become overcrowded, and requested \$1,150,000 in construction funds for the second phase that is planned to provide reader space for an additional 400 students, shelving for some 100,000 volumes, expansion of the library services areas, and the development of the college's audiovisual and educational materials center.

A request for \$1,680,000 was made for the second phase of the Humanities building that would provide additional studios, rehearsal and performances areas, classrooms and related space primarily for music. The first phase of this building, scheduled to begin this summer and to be completed in 1971 at a cost of \$2,400,000, is now being planned.

In addition to these two buildings, requests were made for a student center, student housing, a natatorium and campus development including roadways, sidewalks, landscaping and land acquisition.

After a decade without a student union facility, the University asked for \$640,000 for an addition to Edson Hall and the remodeling of that building and portions of the old gymnasium to provide student center facilities.

The Natatorium, that includes a college-sized swimming pool, is the planned second phase of the new Physical Education Center which was recently completed and is being used this quarter. The University requested \$490,000 for this facility.

The University also indicated a need for an additional 250 units of student housing within the next two years in order to avoid housing shortages, and is exploring alternative methods of construction and funding that it will report to the Building Commission.

The findings and recommendations of the Legislative Building Commission will be made to the 1971 Legislature.

A new residence hall, currently under construction, should be ready

for occupation this coming fall quarter.

The Morris Science Complex, consisting of a 300-seat auditorium-classroom, classroom facilities, offices, special laboratories and the conservatory, was formally dedicated in early April.

Enrollment at the Morris campus reached a new high this fall quarter, with 1,510 full-time students officially registered. This 1969 figure reflects a 19 percent increase over the 1968 fall enrollment number, or an additional 246 students. The total does not include the 162 students enrolled in General Extension or evening school courses.

Morris recorded its largest freshman class in its history this fall, numbering 528, an increase of 16 percent over the previous year.

## INDUSTRIAL RELATIONS CENTER CELEBRATES ITS 25TH YEAR

The University's Industrial Relations Center (IRC) will celebrate its 25th anniversary with an industry-wide conference May 12-13 in the Leamington Hotel, Minneapolis. The meeting has been arranged so that it is being held back-to-back with the National Society for Advancement of Management annual meeting in Minneapolis May 14-15, 1970.

The IRC, when established in 1945, was one of the first of its type in the United States; presently, it has the largest enrollment of graduate students in the country. The Center assures training, research and service to industry and labor in the field of Industrial Relations and allows faculty members from several university departments to

combine their resources in the industrial relations area.

The two-day conference celebration will host leaders in industry, government and education who will discuss industrial relations — its past, present and future.

This comprehensive view will include topics on Electronic Data Processing and Industrial Relations, Labor-Management Relations — What's It All About Now?, and Industrial Relations Systems and Management Planning. Other major subjects covered will include in-depth looks at Social and Behavioral Sciences, the Future of Industrial Relations, current problem including utilization of minorities, and females in industry and labor.



## SPRING COMMENCEMENT WILL BE HELD AT ST. PAUL FAIRGROUNDS

Spring commencement ceremonies for approximately 5,000 University Twin Cities campus students will move off the Minneapolis campus this year for the first time in at least 40 years.

University President Malcolm Moos said in mid-April that the June 13 exercises will be held at the grandstand on the State Fairgrounds in St. Paul.

The reason — beginning in early June artificial turf is being installed on the Memorial Stadium field in preparation for next fall's football season. Traditionally, spring commencement is held in the stadium.

Attendees will also have an opportunity to participate in small round table discussions of various topics which interest them.

The registration fee for the conference is \$45.

The principal speaker for the anniversary meeting will be James D. Hodgson, Undersecretary of Labor. Other outstanding participants include Norbert R. Berg, vice president, Control Data Corporation; Roger Kennedy, vice president for investments and executive director of the University of Minnesota Foundation; Herbert Morton, editor, *Monthly Labor Review*; Earl F. Cheit, University of California at Berkeley; John Sawhill, vice president, Commercial Credit Company; Dr. Cecil Reed, equal employment opportunity officer, U. S. Department of Labor, Kansas City, Missouri; Herbert G. Heneman, Jr., director, Industrial Relations Center, University of Minnesota; Walter Wikstrom, division of personnel administration, NICB; James Worthy, former undersecretary of commerce, Cresap, McCormick & Paget; Paul Jennings, president, International Union of Electrical Workers; Richard Jude, president, First Computer Corporation.

So far as University records indicate, Moos said, Memorial Stadium has been used regularly for June commencement "almost as long as the stadium has been in existence, except for bad weather and other catastrophes." The stadium was built in 1924.

"There will be some logistical problems," Moos added, "but we can manage very well at the Fairgrounds."

The problems, according to Duane Scribner, director of the department of University of Relations that manages Twin Cities commencement activities, will involve mainly physical arrangements. Present plans are to seat graduates as well as guests in the grandstand.

Since the stage has "inadequate access" from the grandstand, Scribner said, "it will be impossible to have every graduate cross the stage to receive his diploma.

"We're recommending that doctoral candidates be the only ones to cross the stage." Representatives of each college will approach the stage.

Because of these arrangements, the ceremony will be much shorter than usual, Scribner said — perhaps just over an hour as compared with two hours last June.

He also mentioned that the Fairgrounds facilities will offer easy parking. "There should be plenty of room at the Fairgrounds for anyone who wants to attend."

As in March, attendance at commencement will not be compulsory for graduating students.

### TWO U PROFESSORS, ALUMNUS NAMED TO NATIONAL ACADEMY OF ENGINEERING

Two University Regents' Professors, Neal R. Amundson '45PhD and Ernst R. G. Eckert are among 51 engineers elected this year to "the highest professional distinction that can be conferred upon an American engineer" — The National Academy of Engineering.

### MEDICAL GRADUATES ATTRACTED TO STATE INTERNSHIPS

Minnesota is a popular state for graduating seniors of this nation's medical schools.

According to the National Intern Matching Program, 74 of this year's Minnesota Medical School graduates have accepted internships in the state and another 119 graduating seniors from other states will also be coming here July 1.

Of the University's 174 Medical School seniors, 100 will be going out of state — mainly to California. This means that Minnesota will have a net gain of 19 doctors.

Studies indicate that doctors tend to practice in the state where they have their post-graduate education.

In the National Intern Matching Program, graduating medical seniors list their internship preferences; the participating hospitals do the same, and the program's computer does the rest. Eighty-five percent of the Minnesota seniors got either their first or second choice.

Minnesota, while ranking 20th in population, ranked 9th in the number of interns received. States receiving more interns were California, New York, Pennsylvania, Illinois, Ohio, Massachusetts, Michigan and Texas.

Neighboring states and the number of interns matched are North Dakota, 0; South Dakota, 15; Iowa, 51; Nebraska, 59, and Wisconsin, 11.



# THE ALUMNI

## CHECK YOUR MAY CALENDAR TODAY FOR IMPORTANT ALUMNI-EVENT DAYS

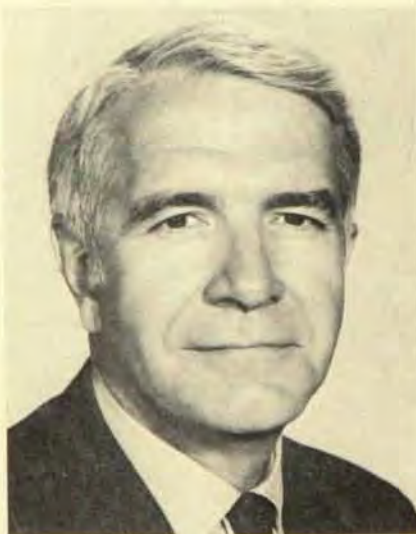
### **Reasoner to be Honored at Journalism First on May 22**

Harry Reasoner '41-'42, '50 has for a decade been one of Murphy Hall's most "visible" products. Few alumni — and few Americans — can fail to know him as a CBS News luminary — commentator, a star of "Sixty Minutes", perceptive and sometimes ascorbic reporter.

But those who weren't close to him in his Twin Cities years — in Murphy Hall before and after World War II, in West High School before that, as a Minneapolis print, radio and TV newsman until he joined CBS in 1956 — may not know the more personal things about him: his wit, his dedication to news work as a profession he takes pride in serving, his humane confidence in people, his devotion to family (he and Kay have six children). He is, when you meet him face to face, as warm and amusingly skeptical as you see him on the screen . . . only more so.

The Reasoner career is a credit to the University and the School of Journalism, one clearly meriting the Outstanding Achievement Award that he will receive at the May 22 Alumni Banquet. The opportunity to hear and chat with him is one most alumni will want to accept.

The First Annual Meeting of the School of Journalism & Mass Communications Alumni Association will begin at 6 p.m. with a social hour in the Ballroom of the Radisson Hotel, Minneapolis. Dinner will be served at 7 p.m. Tickets for the



HARRY REASONER

event, at \$5.50 per person, can be had by contacting the School of Journalism & Mass Communication Alumni Association, 205 Coffman Union, University of Minnesota, Minneapolis 55455, telephone 373-2466.

### **Pharmacy Schedules Annual Meeting For May 13**

Dr. Malcolm Moos, president of the University, will be the featured speaker at the College of Pharmacy Alumni Association's 12th Annual Banquet on May 13.

During the evening meeting, that will begin at 6 p.m. with a social hour in the Thunderbird Motel, Bloomington, the "Pharmacy Member of the Year" will be announced and MAA Executive Director Ed Haislet will report on the Minnesota Alumni Association.

Lawrence Weaver, dean of the College of Pharmacy, and other faculty members will be present to meet and renew acquaintances with alumni, at the social hour as well as during the banquet that is scheduled to begin at 7 p.m.

Reservations for the May 13th event can be made, at \$7.00 per person, by contacting the College of Pharmacy Alumni Association, 205 Coffman Union, University of Minnesota, Minneapolis 55455, telephone 373-2466.

### **Join the Alumnae And Visit the Governor's Mansion!**

Women graduates of the University as well as former students living in the Twin Cities metropolitan area have been specially invited this May to be the Minnesota Alumnae Club's guests at a welcoming tea in the Governor's Mansion on Saturday, May 9, from 2 to 4 p.m. if they take advantage of membership in the Club.

Mrs. Harold LeVander, first lady of the State of Minnesota, will be on hand to welcome Alumnae Club members into the 60-year-old Summit Avenue stone and red brick home of Minnesota's First Family. And alumnae will have the opportunity to see, first hand, the much-publicized structural improvements, replacement of furnishings and outside improvements, particularly the Minnesota Garden, that were recently completed on the impressive 20-room English Tudor mansion.

ALUMNI NEWS



# May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30 Memorial Day



## 1970 HOMECOMING CHAIRMAN NAMED

John E. Gustafson, a University junior majoring in economics, has been named chairman of the University's 1970 Homecoming festivities that will climax with the October 31st game against Iowa.

Sponsoring groups for Homecoming 1970 include the Minnesota Alumni Association, and the University departments of Intercollegiate Athletics and University Relations. MAA Executive Director Ed Haislet is chairman of the sponsoring groups.

John, who spent his freshman year at Gustavus Adolphus College, St. Peter, Minnesota, transferred to the University in 1968. His activities on the Minneapolis campus include participation in Alpha Phi Omega service fraternity, intermural sports and the 1968 Homecoming Queen contest.

An honors graduate of Minneapolis Central high school, John and his family have lived in south Minneapolis for 15 years. While at Central John was active in the tennis, chess and German clubs, as basketball manager, and in the National Honor Society. He was one of the originators of the Advanced Laboratory Science course at Central.

Only Alumnae Club members will be admitted to the tea. Thus, a membership card for the Club will admit alumnae; or you can pay \$10.00 at the door the day of the event, if non-members.

If your husband belongs to the Minnesota Alumni Association, you will be admitted for \$2.00.

*However, advance reservations for the tea are necessary. And they will close on May 6.*

To become a member of the Minnesota Alumnae Club and to make your reservation for the welcoming tea, contact the Minnesota Alumnae Club, 205 Coffman Union, University of Minnesota, Minneapolis, 55455, telephone 373-2466.

## Mortar Board to have "Night of Discovery" in May 20 Annual Event

Mortar Board will hit the 70's on the evening of May 20 when the group holds their annual gathering in the Campus Club on the University's Minneapolis campus.

Called a "night of discovery", the event will feature Dr. Vera Schletzer, director of counseling services of the University's Extension Division, speaking on "The Coming Revolution" — a topic of interest to Old Mortar Boards of the past decade and New Mortar Boards of the present decade who attend.

The annual meeting, beginning

with a social hour at 6 p.m. and dinner at 7 p.m., is an exciting opportunity for all Mortar Boards to learn more about our decade of change while renewing friendships, meeting active chapter members and new initiates, and reviewing a musical salute to Mortar Board.

Reservations, at \$5.25 per person, should be made by May 10 through Mrs. Shirley Holmes, 455 West Bayview Drive, St. Paul, Minnesota 55113. An optional contribution of \$1.00 and personal news is also solicited with your reservations.



## Harrison Salisbury Will Join Class To Speak At 1930 Reunion May 26

An internationally-outstanding reporter, foreign correspondent and author, Pulitzer Prize winner and a man who helps to direct one of the largest news staffs in the world — Harrison E. Salisbury '30BA — will be the featured speaker at the Class of 1930's Reunion on May 26 in the Alumni Club of the Sheraton-Ritz Hotel, Minneapolis.

The Minneapolis native is returning to his hometown to join his classmates in their 40-Year celebration and to talk with them about "Student Unrest, in 1930 and Today".

Before becoming assistant managing editor of *The New York Times* in 1964, Salisbury made a name for himself as a reporter and foreign correspondent, especially on Soviet affairs. His Pulitzer Prize, won in 1955, is for his distinguished reporting from the Soviet Union. Since he joined *The Times* in 1949, Salisbury has covered a wide range of reporting assignments in New York, at the United Nations and around the United States, as well as in the Soviet Union, Siberia, Central Asia and areas usually sealed off from the outside world.

Salisbury, who began his newspaper career in 1928 as a reporter on *The Minneapolis Journal* and later joined the United Press to work in St. Paul, Chicago, Washington, New York, London, Moscow and as their foreign news editor, has written several books on the Soviet Union, one on juvenile delinquency in New York City and a novel set in the Soviet Union.

His most recent, *The 900 Days: The Siege of Leningrad*, is considered his most important book and one that tells for the first time the entire story of the siege of Leningrad during World War II. Salisbury was one of the first foreign visitors to enter the city when the siege was lifted.

Salisbury, also the holder of the University's Outstanding Achievement Award, will join a number of distinguished members of the Class



HARRISON E. SALISBURY

of 1930 that counts one Alumni Service Award recipient and 18 Outstanding Achievement Award recipients among its members, for the Reunion festivities.

The Reunion is scheduled to begin at 6 p.m. with a social hour in the Alumni Club, followed by dinner.

Samuel L. Scheiner 'JD, reunion committee member, will play the music of the 30's during the evening and has prepared a songsheet for community singing. Also, those in attendance will be brought up-to-date on classmates that could not attend through written comments about their lives today.

To enjoy an evening becoming reacquainted with your classmates and professors, make your reservations for the 1930 Reunion by May 24, at \$7.00 per person, by contacting the 1930 Reunion Committee, 205 Coffman Union, University of Minnesota, Minneapolis 55455, telephone 373-2466.

Those 1930 class members who are responsible for this exciting evening include reunion committee chairman Winston L. Molander 'BBA, co-chairman Raymond Mithun 'BA, secretary Irene D. Kreidberg 'BBA, treasurer John A. Moorhead 'BA and Dreng Bjornaraa 'BA, Val Bjornson 'BA, Dean

Frank M. Boddy 'BBA, Dr. William Branstad 'DDS, Harry P. Bruncke 'BEE, Curtiss E. Crippen 'BCE, L. Glenn Fassett 'JD, Sidney S. Feinberg 'JD, Dr. Howard M. Foster 'DDS and Dr. Theodore R. Fritsche 'MD.

Stan R. Hillier 'BSAg, Charlotte Larson Janes, Judge Stanley D. Kane 'BA, Cecilia Regan Keyes 'BS, Dr. Paul N. Larson 'MD, Florence R. MacNeill 'BBA, Edwin A. Martini 'JD, Blossom Miller Meshbesh 'BA, Kathryn Doyle Mooney 'BBA, Elizabeth McMillan Rodgers 'BA, Harold B. Shapira 'BSPHarm. Louis S. Sinykin 'BBA, James A. Spicola 'BEE and Edwin Willson 'BEE.

### ALUMNI NEWS NAMES NEW MAA AD REP

The MAA's Alumni News magazine recently obtained the services of James H. Ross, a 1955 journalism graduate of Iowa State University and a Twin Citian for the past 15 years, as its advertising representative.

For the past five years, Jim has headed Highland Advertising, St. Paul, a firm dealing primarily in advertising design and sales for Twin Cities firms, and is affiliated with the advertising department of Village Communications, Inc., which services, the *Highland Villager* newspaper and the *Twin Citian* magazine.

Formerly, he was the co-publisher and advertising representative of *Restaurant and Institution News*, a regional food service magazine, and advertising representative for *Engineering Opportunities* magazine in Minnesota, a national technical recruitment publication.

If you would like to contact Jim for advertising placement or information about advertising in the Alumni News, you can reach him at 699-5151.



## GOLDEN REUNION PLANNED FOR 1920ers ON MAY 14

The Class of 1920 will have its Golden Anniversary Day on May 14. Registration, scheduled to begin at 9:30 a.m. in Coffman Union, will be followed by a review of the colorful and impressive 1970 Cap and Gown Day Parade from reserved seats on the steps of Northrop Auditorium and attendance at the Convocation.

At 1 p.m., the members of the Class of 1920 will be the special guests of the Minnesota Alumni Association at the 50th Anniversary Luncheon in the Union.

Following luncheon, 1920ers are invited to tour, by bus, a campus that has changed markedly in the past 50 years. A knowledgeable University representative will serve as guide. Only one stop will be made during the bus tour—at Eastcliffe, the home of University President and Mrs. Moos who will host a tea for the class at 4 p.m.

The Golden Day will come to a close with a social hour and dinner in the Alumni Club, Sheraton-Ritz Hotel, in downtown Minneapolis, beginning at 6:30 p.m. OAA recipient Minton M. Anderson '20BS '21BCE, retired executive vice president of Alcoa, will be the featured banquet speaker. Reservations for this dinner can be made at \$6.00 per person by contacting the 1920 Reunion Committee, 205 Coffman Union, University of Minnesota, Minneapolis 55455, telephone 373-2466.

Heading the 1920 Reunion Committee is E. B. Curry as chairman and Edwin C. Culbert as vice-chairman. Other members of the committee include William T. Coulter, Amos Deinard, Benjamin O. Eggan, Lillian M. Fink, Robert B. Gile, Herbert L. Lewis, Frank A. R. Mayer, Frank McNally, Elizabeth Nissen, Donald P. Shannon, Mabel Ashenden Tupa and Milton S. Wunderlich.

Reservations for all Golden Day events must be made in advance of the Reunion date — by May 7.

MAY, 1970



**FIFTIETH ANNIVERSARY REUNION** chairman E. B. Curry, left, who will host the 50th Anniversary Luncheon, and vice-chairman Edwin C. Culbert, host for the evening banquet, chatted recently about plans for the reunion day. The Class of 1920 will be treated to a day of memories, old friends and class spirit on May 14.



**HALF A CENTURY OF LEADERSHIP** — On June 18, 1918, an inaugural convocation was held at the University marking its 50th anniversary. Glenn E. Matthews '20BCE '21MSC was present on that occasion, and at the request of President Burton, photographed the first four presidents of the University of Minnesota — Drs. Folwell (left), Northrop, Vincent and Burton — on the steps of the old Library Building (then called Pillsbury Hall) before the ceremonies began.

Matthews still has the negatives of these pictures. And at the May reunion marking his class' 50th anniversary he will present a gift of a special album carrying his photographs of these four University presidents along with letters from each of them, and an enlargement of the group photograph partially shown above.

Also included in the anniversary album are a photograph of President Coffman that Matthews took in 1920 as well as one of Drs. Burton and Coffman taken on Commencement Day, June 20, 1920.

Matthews, who makes his home in Rochester, New York, will attend the May 14th Fifty-Year Reunion ceremonies with his wife, Marion.



# AROUND & ABOUT



JOHNSON



HENDRICKSON



ALEXANDER



TEUSCHER

## General College

'66

David A. Sikorski '66AA, Breckenridge, Minnesota, recently received the Army Commendation Medal while serving with the Capital Military Assistance Command near Saigon, Vietnam. Spec. 4 Sikorski earned the award for meritorious service as a communications center specialist.

## Business

'41

Ray Teuscher '41BBA, Lighthouse Point, Florida, has joined the staff of Miller Yacht Sales, Ft. Lauderdale, Florida. He was previously with the Chris Craft Corporation and Gamble-Skogmo, Inc. Teuscher is a member of the U.S. Coast Guard Auxiliary, serves on the Florida Karate Academy's board of directors, coaches rifle teams as a certified rifle instructor of the National Rifle Association and has been active in teaching students in a U.S. Coast Guard boating education program.

'42

James A. Schedin '42BBA was recently promoted to manager of marketing development in Minnesota Mining and Manufacturing Company's industrial special products department. He joined 3M in 1951.

'49

Harry Hendrickson '49BBA, Minneapolis, was recently elected vice president of Fullerton Metals in Minneapolis. He is the company's first and only general manager in Minneapolis. Hendrickson lettered in football three years at the University.

Norman B. Bergeson '49BBS has been selected to participate in the Internal Revenue Service 1970 executive selection and development program. Following the six-month program, Bergeson will resume his position as assistant regional commissioner for data processing in the midwest region, Chicago.

'50

Douglas D. Stark '50BBA has been named vice president and general manager of Westinghouse Electric Corporation's motor and industrial control division in Cheektowaga, New York. He had served as general manager of the Westinghouse dishwasher and specialty products division in Columbus, Ohio.

'51

Leonard L. Johnson '51BBA, Edina, was recently promoted to vice president, general sales manager, Theodore Hamm Brewing Company. He served the past four years as vice president, marketing. Johnson is a mem-

ber of the University's "M" Club board of directors and a past president of the Minneapolis Hockey Officials Association.

'52

Two University alumni have been instrumental in forming a new Minnesota corporation, Wildwood Enterprises, Inc. Robert E. Harris '52BBA '53MBA and Robert Gile '53BBA have been involved in developing the Wildwood Inn at Snowmass-at-Aspen. Gile said the corporation was created to further expand the development and management of leisure time properties throughout the U.S.

'55

Harry A. Hammerly '55BBA has been appointed group controller in Minnesota Mining and Manufacturing Company's photographic group. He joined 3M in 1955 and has served as an area controller for 3M operations in Europe.

'56

James R. Ott '56BBA was recently promoted to manager of insurance administration with the Moorman Manufacturing Company, Quincy, Illinois. A native of Hibbing, Minnesota, Ott joined Moorman in 1961.

'61

Gerald G. Alexander '61BSB has been appointed district manager for the Computer Sciences Corporation information network division. He was previously associated with Control Data Corporation.

'62

Bruce H. Farrington '62BBA has been named comptroller of the Heritage Rembrandt Corporation. He was formerly with the Lybrand, Ross Bros. & Montgomery, Minneapolis office.

'63

Harry H. Vernon '63MBA was recently promoted to manager of financial accounting and planning at Minnesota Mining and Manufacturing Company. Formerly manager of financial planning and analysis, Vernon joined 3M in 1955.

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COTTON



JONES



STOKES



CHAPUT



CHAMPLIN

CLA

'53

Russell B. Gottenborg '53BA received his master's degree in public administration from the University of Colorado graduate school at their December 1969 graduation exercises.

'58

Lawrence R. Cotton '58BA, Sturgeon Lake, Minnesota, acting administrator of Minnesota's Moose Lake Hospital, became administrator of National Health Enterprises' largest health care facility, Mount Carmel Nursing Home, Milwaukee, Wisconsin, on May 1. The licensed hospital administrator, who has been associated with Moose Lake since 1965, completed his master's work in public administration at the University in 1959.

'60

G. Charles Champlin '60BA, Leola, Pennsylvania, was recently appointed awards and emblematic sales manager of the Hamilton Watch Company. He was formerly a Hamilton presentation sales representative on the West Coast.

'68

Army Specialist 6 Dwayne R. Diers '68BS, Lake Havasu City, Arizona, received the Bronze Star Medal for meritorious service near Cu Chi, Vietnam. Diers, who also holds the Army Commendation Medal, entered the Army in July 1968 and is currently assigned as a mess steward in Battery B, 3rd Battalion of the 25th Infantry Division's 13th Field Artillery.

'69

Craig D. Jones '69BA, Britton, South Dakota, has been awarded the silver wings of an American Airlines flight officer after completing training at American's flight school in Fort Worth, Texas. Prior to joining American, he served for five years with the U.S. Navy Air Service, from 1962-67, attaining the rank of lieutenant.

Melvin G. Ostwald '69BA is the proud father of a baby boy, James Melvin, born March 3.

Law School

'54

Carl B. Stokes '54JD, great-grandson of a slave and the first Negro to be elected chief executive of a major city, will receive an honorary Doctor of Laws degree from Oberlin College at its May graduation exercises. Also the first Negro Democrat elected to the Ohio legislature, Stokes is serving his second two-year term as mayor of his native city, Cleveland. After graduation from the University, he returned to Cleveland to work as a municipal court probation officer and attended night classes at Cleveland Marshall Law School where he received an LL.B in 1956. Stokes entered law practice with his brother in the firm of Stokes & Stokes. In 1958 he was appointed assistant city prosecutor and 1962 he entered politics. He is currently serving on the national policy committee of the Democratic Party. The member of the executive committee of the National League of Cities and of the Advisory Board of the U.S. Conference of Mayors is a holder of honorary degrees from ten colleges and universities.

'60

Jean J. Chaput '60LLB has been named vice president and trust officer of National City Bank, Minneapolis. He previously had been with the trust department of Northwestern National Bank, Minneapolis, and the Minneapolis law firm of O'Connor, Green, Thomas, Walters & Kelly.

Institute of Technology

'43

Edward A. Pirsh '43BCE, Akron, Ohio, has been appointed manager of new products engineering in the recently established fossil power generation department at the Babcock & Wilcox (B&W) company's power generation division headquarters, Barberton, Ohio. He joined B&W in 1948 as a staff engineer in New York and



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PIRSH



LIU

after various assignments was transferred to Barberton in 1958.

'44

Dr. Robert V. Mattern '44BChemE '52PhD, Walnut Creek, California, has been appointed technical superintendent of Shell Chemical company's Houston, Texas plant. He was previously manager of the industrial chemicals development department at Shell's Emeryville, California research center. He joined Shell in Houston in 1952.

'47

Tung-Sheng Liu '47MS(AE), chief of the system engineering management division with the Deputy for Engineering at Wright-Patterson Air Force Base, Ohio, was presented with the highest honor a civilian employee can receive from a major Air Force Command—the Meritorious Civilian Service award. He was cited for superior performance as general engineer, plans and programs, and in his present position. He came to the Air Force at Wright-Patterson in 1956, after serving as a lecturer and research scientist with the University's Rosemount Aeronautical Research Laboratory from 1947 to 1956.

'64

James J. Sroga '64BPhys received his master's degree in astrophysics from the University of Colorado graduate school at their December commencement.

### Graduate

'49

Dr. Edwin M. Ingersoll '49MS '54PhD, professor of zoology-physiology at Miami University, Oxford, Ohio, was among ten faculty members honored at a recent Charter Day convocation as Miami's "most outstanding and effective teachers" chosen through a student poll. A member of the Miami faculty since 1951 and hold-

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### MINNESOTA ALUMNI ASSOCIATION

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- Engineering
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- Women's Dinner Ring
- Women's Miniature
- White Gold

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ing a full professorship since 1967, Ingersoll has been campus advisor to Circle K, collegiate affiliate of Kiwanis International; for several years has been scoutmaster of the Boy Scout troop sponsored by the Kiwanis Club of Oxford, and was recently cited by that group for extraordinary public service to the community.

'61

Peter W. Dowell '61MA '65PhD, a member of the Emory University faculty, Atlanta, Georgia, has been promoted to associate professor of English.

Bailey L. Donnelly '61PhD, Lake Forest College, Illinois, who last year received the Distinguished Service Citation of the American Association of Physics Teachers (AAPT), was installed this year as president-elect of the 13,000-member organization. The chairman of the Lake Forest department of physics and member of the governing board of the American Institute of Physics and Commission on College Physics, he was a second prize winner in 1965 of the AAPT biennial apparatus competition and has chaired several AAPT committees.



# DEATHS

'13 John A. McCree '13BCE, Homewood, Illinois, a retired metallurgist of Acme Steel Company, Riverdale, died February 27 at age 84.

'16 Wanda Lillian Daum '16BSHE, Waterloo, Iowa, died December 22, 1969, in a Cedar Falls nursing home at age 76. She had taught one year in Battle Lake, Minnesota, and for 15 years in the East Waterloo system. In 1932 she became a medical office assistant until her semi-retirement in 1965. An outstanding church and clubwoman, the Waterloo branch of AAUW honored her in 1960 with the Bassarear-Daum scholarship grant.

David M. Giltinan '16BME, Charleston, West Virginia, the son of Minnesota pioneer Ignatius Donnelly's only daughter, died February 19, 1970. He was 77. Giltinan left Minnesota for Charleston to build a naval plant in 1918. For almost 40 years he was known for his civic activities in West Virginia.

'17 Clayton P. Packard '17BFA, a founder and executive vice president of First Acceptance Corporation, Minneapolis, died May 24, 1969, at age 72 after a short illness. At the time of his retirement in 1960, First Acceptance was the largest commercial finance business west of the Mississippi. Packard served on the board of directors and was president for two terms of the National Conference of Commercial Receivable Companies, and was also associated with and a director of Culligan Soft Water Services, Minneapolis. The WWI veteran was a member of the Minnetonka Beach Town Council from 1960-62.

Rumel S. Fallgetter '17BA, Denver, Colorado, died January 26 at age 75. Fallgetter, who entered the service and WWI immediately following graduation, contracted tuberculosis while in the service. He later became the victim of diabetes.

Carl E. Nelson '17BSAg, Minneapolis, died December 20, 1969. Prior to his retirement he taught in the business department of Vocational High School, Minneapolis, for 33 years.

'19 Dr. Siegfried F. Herrmann '19MD, prominent Tacoma, Washington physician and surgeon for 21 years, died February 11, at age 75. Credited with having done more than anyone else to improve the quality of surgical practice in Tacoma, Herrmann's life was one of service to others. On two occasions he served on the S.S. *Hope*, going to Vietnam and to Ecuador. He was a past president of the Pierce County Medical Society and past vice president of the Washington State Medical Society.

'20 Glen G. Cerney '20BIndE, Minneapolis, died April 1 at age 74. A home

construction engineer, Cerney was a resident of Minneapolis for 35 years.

'22 Velma Slocum King '22BSHE, St. Paul, died September 20, 1969 at age 68 from diabetic complications. Prior to her marriage, she taught home economics in Sherburne, Minnesota, and was a state 4-H Club leader. In later years she maintained her interests and activities in nutrition and 4-H work.

Donald G. Fletcher '22BSAg, Minneapolis, died in October, 1968.

Charles A. Flinn '22LLB, Windom, Minnesota, retired Fifth District judge, died January 27 after a brief illness. He was 72. The St. Paul native practiced law in Windom before being named a district judge.

Dr. Richard H. Lindquist '22MD, Minneapolis, died March 6 at age 74. He taught electrocardiology at the University and was an instructor in nursing at Swedish Hospital. Later he became chief of electrocardiology and chief of staff at Swedish. Dr. Lindquist practiced medicine in Minneapolis for 44 years.

'29 Harold P. Loktu '29BBA, Edina, Minnesota, died suddenly March 7 at St. Mary's Hospital, Minneapolis, at age 63. An ardent hiker and lover of the outdoors at all seasons of the year, he was on the board of directors of the Minneapolis Municipal Hiking Club. Loktu was also intensely interested in conservation and the prevention of pollution. He was self-employed for the past 20 years.

'38 Eugene H. McDougall '38LLB, a lifelong St. Paul resident, died March 31 at age 72. An attorney for the West Publishing Company for 25 years before

retirement in 1967, he was also a member of the Ramsey County Bar Association.

'39 D. T. McLaughlin '39LLB, Minneapolis, died February 27 of cancer. He was associated with the Burdick Grain Company at the time of his death.

'50 Dr. Gerald F. Whitlock '50MSMed, Portland, Oregon, died January 28 from a heart attack at age 54. He had established a urology practice in Portland in 1945 and was on the staff of St. Vincent's Hospital.

'59 Richard E. Dusterhoft '59BBA, Edina, Minnesota, died recently at age 37. He was associated with the accounting firm of Fletcher & Fletcher, Minneapolis.

'61 Carolyn A. Sands '61BS, Ames, Iowa, died of a perforated ulcer at Stevens Point, Wisconsin, on February 10, 1969. At the time of her death she was assistant director of planning for Wisconsin State University, Stevens Point.

'63 Mrs. Evelyn Hutchinson '63BA, Merritt Island, Florida, was reported as drowned recently. She was 45.

Air Force Capt. James D. White '63BA, St. Paul, was killed in action in South Vietnam near Da Nang on August 2, 1969. He was 28. An Air Force career officer, White entered the service immediately after his graduation from the University.

'66 Dr. John A. Barsness '66PhD, Boise, Idaho, died October 31, 1969. He was chairman of the English department at Boise State College. Dr. Barsness is survived by his wife, Twylla '69PhD, and four children.



## University of Minnesota Alumni Fund

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Class and College \_\_\_\_\_



Roger N. Garnett '66BEE, Indianapolis, Indiana, died June 21, 1969, at age 26 in a motorcycle accident. He was employed by the U.S. Naval Avionics Facility in Indianapolis at the time of his death.

'67 Second Lt. John S. Orlemann '67BBA, St. Paul, was killed August 19, 1969, at age 24 while serving with a military command advisory group near the Cambodian border in Vietnam. He had been in Vietnam about a month after enlisting in the Army two years ago.

'68 George Ostroska '68BFA, collapsed on the stage of Minneapolis' Crawford Livingston Theater and died January 8 at age 32. The actor was playing the title role in *Macbeth*. Ostroska, who had appeared in several off-Broadway plays in New York, had recently accepted a contract with the Minnesota Theatre Company.

E. A. Gilbert '68MSED, Madelia, Minnesota, died November 7, 1969, at age 38 from cancer. While attending Kansas State Teachers College, Pittsburg, to earn his BA degree, he served as a minister in three country Methodist churches near the college. From 1953-55 he attended Garrett Biblical Institute, Evanston, Illinois, after which he served until 1958 in the U.S. Army. Gilbert had

taught school in Scheel City, Missouri, for two years, then went to Freeborn, Minnesota, where he taught for two years and was principal for five years. He came to Madelia in 1967 and was high school principal until his death.

Luther C. Morgan '68MEd, administrator of adult basic education in the Minneapolis public schools, died June 14, 1969, at age 47. He had been in the school system since 1950 when he began as a teacher at Seward Elementary School. He taught social studies at Anthony junior high school and was a counselor there as well as at North High. Morgan served as a counselor and coordinator in the adult program until 1967 when he was named administrator.

A memorial fund in the name of Richard J. Donnelly, director of the University's School of Physical Education who died in an October 3 plane crash, has been established by the faculty of the school. Dr. Donnelly, who came to the University in 1963 and was nationally-known in the fields of physical education and recreation, was a key figure in reorganizing and expanding the University's athletic program.

## FACULTY DEATHS

Dr. Harvey B. Washburn, St. Paul, died March 19 at age 85. A dentist in the Lowry Medical Arts Building for more than 40 years, Dr. Washburn taught dentistry at the University.

Professor Alik Gustafson, one of the world's leading scholars in Scandinavian literature, died March 24 at age 66. Gustafson, who joined the University faculty in 1939, was chairman of the department of Scandinavian studies from 1950 until the time of his death, and also director of the University's Center for Northwest European Language and Area Studies. The recipient of numerous international honors for his scholarly work, he was the author of the comprehensive *History of Swedish Literature and Six Scandinavian Novelists*, as well as many articles. Because of his reputation in Scandinavian studies, Minnesota was the only institution in the country to receive federal support to set up its Center for Northwest European Language and Area Studies, beginning in 1965.

## SHAMA'S GOPHER TALES, continued . . .

what he learned from Kundla as an assistant, as a head coach at Detroit Lakes High School and as a player at the University under Ozzie Cowles, has convinced the 35-year-old Superior, Wisconsin native he's prepared for his new position.

So is Fitch.

"This program can continue to go to the top with Hanson," Fitch said a few days after his own resignation. "George is ready now to be a head coach."

If he can bring the school its first Big Ten title since 1937 he will ease and perhaps erase the loss of Fitch.

Such is his goal.

"We can win the Big Ten title and even the national championship," he said. "I can't promise when, but I can't think of settling for less."

Hanson knows he may have to accomplish such feats if he is to command the loyalty and attention from Minnesota's basketball public that Fitch achieved in just two years.

"I think I am as good a coach as Bill," he said, "but I can't be Bill Fitch. People ask me if I'll try to be funny. Well, I know a few jokes and certainly have a sense of humor, but I don't have the gift to be the stand-up comedian Fitch was.

"Bill was good press and I hope our team gets the same treatment in the future as it did under him. I don't care if they write about me. I want them to write about a winning team."

No one can doubt Hanson's modesty and sincerity. Since 1957 when he graduated from the University he has eyed the position which is now his.

He was largely motivated, as strange as it may seem to some in these materialistic times, by sentiment.

"Ever since I saw Williams Arena with its 20,000 seats this has been the epitome of basketball for me. It's always been frustrating that the Gophers haven't been bigger basketball winners.

"This is a great state and a great University. My state and my University. I want to do the best I can for them."

How much the results will match the words will begin to be answered in November when the Gophers begin another season.

He promises an aggressive team. One that will often play attacking defense from base line to base line and try to score as soon as possible in the offensive zone.

A team, Hanson would say, which will match the coach's personality. A coach Minnesota followers had a preview of in 1967 and is now back for a longer run.





“...any man who doesn't believe in life insurance deserves to die once without having any.”

— WILL ROGERS

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35-39	10,000	26.50
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45-49	10,000	51.00
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55-59	10,000	108.00
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■ **No Premium To Pay While Disabled** . . . your life insurance premiums are waived and insurance remains in force if you become totally and permanently disabled (as defined in the contract) before age 60.

■ **You May Change** . . . to a permanent individual policy which builds cash values for retirement. When you terminate membership in MAA, when you reach age 70, or when any insurance terminates because of a change in age beyond age 60, you may convert your life insurance to any of the individual policy forms, except term insurance, issued by the insuring company.

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Date of Birth			Sex			Class, or years at U of M		
Beneficiary (Print Name as MARY DOE, not MRS. JOHN DOE)						Relationship		

#### Statement of Health

The following information is submitted as evidence of my insurability:

Weight \_\_\_\_\_ Height \_\_\_\_\_

Have you ever been declined or rated for life insurance? \_\_\_\_\_  
(If yes, give details below)

Within the past five years, have you been confined for more than five days by any illness or injury or undergone any surgical operations? \_\_\_\_\_ (If yes, give details below)

Are you in good health? \_\_\_\_\_

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If you're a member of MAA under age 65 and you subscribe to the \$30-a-day plan (\$900-a-month plan), and you're hospitalized for 10 days, you get . . . \$300. (\$30 a day times 10 days).

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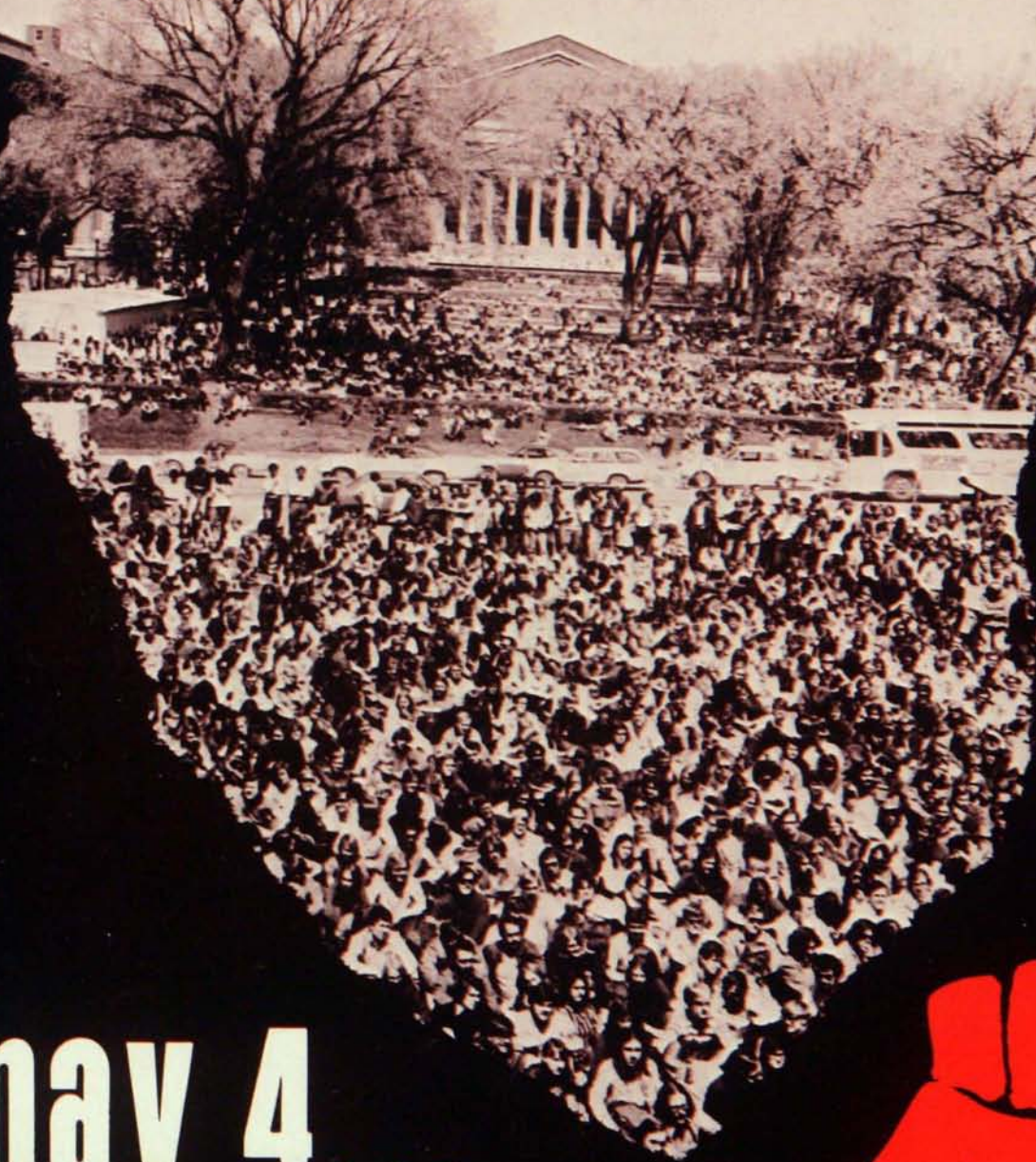
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UNIVERSITY OF MINNESOTA

# ALUMNI NEWS

1970 JUNE



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# STRIKE!"







### 1971 CARIBBEAN CRUISE

On the Prudential-Grace Lines' "SANTA ROSA," you'll visit Curacao, Venezuela, Aruba, Jamaica, Haiti with all outside cabins! Special Alumni 10% fare discount! Exclusive ALL-ALUMNI Cruise!

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\$495 to \$1,000 per person from New York



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Your winter vacation is 7 wonderful nights in tropical PUERTO VAL-LARTA right on the beautiful Pacific! Two full meals daily at the sumptuous CAMINO REAL HOTEL, on the beach.

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The Minnesota Alumni Association  
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# ALUMNI CLUB NOTES

## THE MONTH FOR RECEPTIONS

John Viater, Alumni Club Manager, says that the month of June, as usual is full of wedding bells. Several wedding receptions are being held this month, along with the normal club activities.



Club menus are being upgraded to include a greater variety to tempt most any member's palate. The evening dining at the Club is going to be enhanced by a wide wine selection, an appealing appetizer selection, and specialties, such as, chateaubriand, rack of lamb and many seafood specialties.

## A REMINDER

Club hours are 11:30 A.M. to 2:00 P.M. for lunch and 5:30 P.M. to 8:30 P.M. for dining. The Club will be closed on Saturdays, but will remain available for private functions by advance reservation.

John requests that members who have business meetings or activities that require private dining facilities, please phone the Club, 336-3061, for menus and costs. Remember, the Alumni Club offers the finest menus, service and facilities for small private groups available anywhere in the Twin Cities.

## ASSOCIATE MEMBERSHIP FOR RECENT GRADS

All University of Minnesota graduates with baccalaureate degrees are eligible to become Associate Members of the Alumni Club for a five year period after date of graduation. Club dues for an Associate Member are just \$10.00 a year, the regular \$20.00 initiation fee being waived.

The only other requirement is that the applicant must become a member of the Minnesota Alumni Association (MAA), (if not already a member). Graduates are automatically MAA members for the first year after graduation.

The Associate Member enjoys all privileges of the Club except voting rights. New graduates need the fellowship and contact offered by the Alumni Club as much as anyone.

## SPECIAL NEW MEMBER OFFER

THE CLUB INITIATION FEE of \$20.00 for new members is being waived entirely during the current membership campaign - effective through June. Right now an applicant for membership who lives within the seven-county Twin Cities metropolitan area can join by paying only the regular Resident Membership dues of \$42.00 a year (\$3.50 a month).

Alumni living outside the Twin Cities area may apply for Non-resident Membership at just \$10.00 per year.

The only requirement for membership in the Alumni Club is that the applicant must be a member of the Minnesota Alumni Association (\$10.00 annual dues).

If you're already a member of the Alumni Club, now is the time to introduce a fellow alumnus among your friends or co-workers to the Club and its facilities. Urge them to sign up during the SPECIAL OFFER PERIOD. Use the application form below.

Or, GIVE A MEMBERSHIP FOR GRADUATION!

## ALUMNI CLUB MEMBERSHIP APPLICATION

Yes, I want to take advantage of the special offer. Please enroll me as a member of the Alumni Club. Resident membership, \$42.00 \_\_\_\_\_; Non-resident, \$10.00. \_\_\_\_\_

I am a member of the Minnesota Alumni Association in good standing (Yes \_\_\_ No \_\_\_). My check is enclosed in the amount of \$\_\_\_\_\_. (If you are not a member, include \$10.00 additional for annual MAA membership dues.)

MAA Serial Number \_\_\_\_\_ Expiration Date \_\_\_\_\_

Class and College \_\_\_\_\_

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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**The Education of Kate Haracz**  
An explosive view of  
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in higher education

*"M. didn't even bother showing until the third week of classes and then when he did, I wished he hadn't bothered. He's one of the New Profs, the ones who come on casual and try to play it cool, knock the System, and in other ways try to con us into thinking that they're one of us, the great unwashed disaffected student body.*

From "The Diary of Kate Haracz"  
Change Magazine

Kate Haracz is a 21-year-old Michigan State junior, whose mind bending 11,000-word diary is likely to upset just about every notion you've ever had about college. It appears in the current issue of **Change Magazine**, America's exciting new bimonthly magazine on higher education and society.

You can now take advantage of a unique opportunity to receive a half-year, no-risk trial subscription to one of America's unique new magazines...for a mere \$2.50, rather than the regular \$8.50 full-year subscription price. You can begin with Kate Haracz's memorable account, so long as the supply lasts. All you pay is \$2.50. If you decide to cancel after reading Kate Haracz's moving document, a refund for the remaining copies will be automatically mailed. Either way, Kate Haracz's account of university life is yours.

## SPECIAL OFFER

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Send bonus issue.  1 yr. \$ 8.50  
 please bill  2 yrs. \$15.00

## MIDDLEBROOK HALL DEDICATED IN MAY

Middlebrook Hall, the new co-educational high-rise residence hall on the University's West Bank, was dedicated in late May. President Malcolm Moos and Regent Daniel C. Gainey participated in the dedication ceremony honoring William T. Middlebrook, University vice president for business administration from 1943-1959.

The residence hall, opened in the fall of 1969, has facilities for 711 students. It is fully air-conditioned and carpeted. Student rooms are organized in family-style units of 16 students living in eight or nine rooms. The corridors are short and at angles to eliminate the institutional look that most residence halls have and to cut down on noise.

The planners of Middlebrook felt that a residence hall "should be more than a place to eat and sleep—it should be part of the learning experience."

Language laboratory facilities with more than 300 language tapes, several sections of freshman English that meet in the building, and many cultural and educational entertainment events are available to residents.

Closed-circuit television will be installed in Middlebrook in the near future.

## COLLEGE DESIRE FOUND "CONTAGIOUS"

The desire to go to college is "contagious" among students from the "high status" high schools generally found in urban areas, University sociologist Joel Nelson recently said.

Wealthier students in the "high status" schools instill a desire in their classmates to continue their education in an institution of higher learning, according to Nelson, associate professor of sociology.

Examination of student counseling surveys revealed that the "con-

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I am a member



tagion phenomena" was absent from rural areas since few "high status" schools are located in these areas.

It is generally true that rural adolescents are less likely to attend college than urban adolescents. The only exception to this generalization is at low status schools where young people are given a better chance of continuing their education in college if they are from a rural rather than an urban low status school, Nelson said.

Not every student would profit from being placed in a wealthier high school, he stated. It was uniformly true that the lower the academic rank of the student, the less likely it was that he would aspire to a college education.

Major findings in the examination of the student counseling surveys showed that some popular explanations of lower aspirations among rural adolescents were more myth than fact, Nelson said. The data revealed that:

-Rural students register academic aptitude scores similar to those for urban students.

-Rural students are as strongly encouraged by their parents to attend college as urban students.

-Rural students do not lower their aspirations as a consequence of the lack of opportunity to attend nearby institutions of higher education.

-Rural students do not reject college because of the scarcity of family financial support.

-Rural students do not react in their college aspirations to the size of high school they attended.

The study implies that if rural students do not reject college as a consequence of lack of funds, scholarship aid may not raise their aspirations for further education. Also, since the closeness of colleges plays no role in furthering educational aspirations, building additional institutions of higher education will in all probability do little to stimulate college plans, Nelson added.

## DR. BEN IS GUEST OF SOVIET UNION

Dr. Frank Beneriscutto, University bandmaster for the past 10 years, is currently the honored guest of the Soviet Union at its world-famous International Tschai-kovsky Competition in progress in Moscow until June 25. Dr. Ben is one of two honored guests - the other is Igor Piatagorsky, world-famous cellist.

Describing the Tschai-kovsky Competition as "without question the biggest and most prestigious musical competition in the world," Beneriscutto said before he left for Moscow that the honor of his invitation reflects the great success of the University's concert band tour one year ago. This two-month tour included concerts in 10 Soviet cities followed by a command performance at the White House attended by President Nixon, Soviet Ambassador Anatoly Dobrynin and

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### MINNESOTA ALUMNI ASSOCIATION

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University President Malcolm Moos.

Besides listening to some of the world's most gifted young performers during the competition, Dr. Ben is also communicating with a number of Soviet officials and musicians. He took along, as gifts, souvenir recordings of the University Concert Band made right after the tour that include portions of the White House concert.

### **MORRIS BEGINS NEW FOOD SERVICE UNIT**

Groundbreaking ceremonies for a new \$1.27 million food service building were held in late May at the University of Minnesota, Morris.

State Representative Delbert Anderson '33-36, '40 broke ground for the facility with a caterpillar. Also participating in the ceremonies were Senator Cliff Benson '31LLB and Representative Sam Barr; Provost John Q. Imholte; Harold Fahl, director of Plant Services; Larry Stillwell, director of Food Services, and Richard Welsh, director of University Relations.

Several students carried picket signs during the ceremony that said "Keep UMM Green" and "Save Our Trees".

Provost Imholte told the students that he agreed with them and said that it has always been the goal in planning new buildings on the Morris campus to preserve the natural beauty of the campus. He added that he appreciated the concern of students.

The new food service building, scheduled to be completed by the fall of 1971, will seat over 500 people on five levels and is designed to accommodate one or more groups without disturbing regular student dining. It will be air-conditioned.

The State Legislature appropriated \$696,000 for the new facility, and the Department of Housing and Urban Development granted \$525,000.



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 BY UNDERSTANDING DEDICATED TO THE ADVANCEMENT  
 OF LEARNING AND THE SEARCH FOR TRUTH  
 DEVOTED TO THE INSTRUCTION OF YOUTH  
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# THE

UNIVERSITY OF MINNESOTA

# ALUMNI NEWS

(Our 69th Year)

JUNE, 1970 • VOL. 69, NO. 10

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# POINTS of VIEW

**ED HAISLET**

*Executive Director*



Alumni Tours 1971—are being announced in this issue. After two successful tours—80 alumni to Scandinavia and Russia last summer, and 230 to Mallorca in March of this year—the Association now has a policy on tours, that is—it will conduct two tours a year—a sun break, always about March 15 each year—and then each fall—early September, a visit to a world capital. These will be 8-9 day tours, low-cost, but without sacrificing quality. They are open only to members of the Association and their families. Occasionally a special kind of a tour may be offered in addition to the two regularly scheduled each year.

This is an invitation to go with us on a Sun Break Tour this coming March—and a tour of a world capital in September, 1971. Because this is now our policy, each year in the June issue of the Alumni News we will announce our plans for the coming year. In this manner you can plan your vacation in advance and be able to join the alumni tours, either in March or September, or both.

The MAA Tours for 1971 are:

The Sun Break Tour—at the jet-set "in" spot in the Pacific, a Mexico Pacific Fiesta,

### PUERTO VALLARTA, MARCH 20-27

Eight days—seven wonderful nights at the sumptuous Camino Real Hotel—in a near perfect setting; 1500 feet of secluded beach on the blue Pacific, spectacular views of the palm-fringed Pacific from each room of the specially constructed arc-shaped air-conditioned hotel.

The tour includes:

Round trip air transportation, Minneapolis to Puerto Vallarta, Mexico, via American Flyers Airlines, 727 jet charter.

121 passenger capacity only.  
Free breakfast and dinner each day.  
Baggage and airport transfers, including tips for baggage handling and hotel taxes.  
Special welcome—arrival "Mexican Fiesta Party."  
Special farewell—Mexican party.  
Experienced tour directors to assist you in every way; hospitality desks open daily at Hotel.

All this for \$355 per person based on two per room occupancy.

Our first fall trip to a world capital is a

### ROME ESCAPADE, SEPTEMBER 17-26, 1971

Nine (9) wonderful days on tour include:  
Round trip jet air-transportation, Minneapolis to Rome, Italy. 167 passenger capacity.  
Eight nights in the first class hotel Marini Strand near the Spanish Steps, or in the Hotel Boston, near famed Via Veneto, all hotel taxes included.  
Continental breakfast and table d'hotel Luncheon or Dinner each day.  
Special welcome—arrival cocktail party.  
Special 2½ hour motor coach tour of the highlights of Rome, featuring the Trevi Fountain, St. Peter's Basilica, the Pantheon, the Colosseum—and much much more.  
All airport transfers, luggage handling and portorage charges, as well as Rome Departure tax.  
Fully escorted by an experienced tour director, including a hospitality desk at each hotel, open daily.

All this for \$465 per person based on two per room occupancy.



Finally, for this year something extra:

The 1971 13-DAY CRUISE OF THE CARIBBEAN  
aboard the Grace Line's Santa Rosa  
JANUARY 22-FEBRUARY 4

You have never had a real vacation until you've been on a cruise—a chance to relax and unwind, to sleep and be lazy. No deadlines to make, no places you have to be, no rushing about, your own pace, your own time, blue sky, sunny days, warm nights.

Decisions to make—only when to get up, what and where to eat, what to wear or not to wear, to swim or to sun, to read, to chat. Sports? Yes, trap shooting, shuffleboard, deck tennis.

What kind of a cabin? Suite or studio, you go first class. All outside cabins with private bath and air-conditioning, with closets and drawer space roomy enough to take care of your every need.

Special Feature—This is an exclusive all-alumni cruise. Three alumni associations—the Universities of Minnesota, Wisconsin and Iowa are each offering this trip to their alumni. So only alumni from these three schools will be aboard for this 13-day cruise on which you visit:

- Curacao—the entrance to the harbor of Curacao is a narrow channel through Willemstad, a touch of old world Holland, a free port and shopping haven.
- Venezuela—visit LaGuaira, at the foot of the

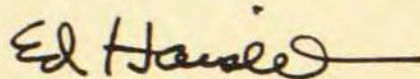
- Andes foothills on the Spanish Main and gateway to Caracas, metropolis of northern South America.
- Aruba—Colonial Dutch in origin—and roulette, baccarat and vingt-et-un if that is your "thing."
- Jamaica—the calypso sound, rich green jungles, breathtaking flowers and the British charm of Kingston.
- Haiti—primitive, mysterious, beautiful. Visit Port au Prince, of French heritage, with the voodoo drums you don't see but know are there.

No passport required of U.S. Citizens.  
Prices—from \$495 to \$1100 per person, according to requested accommodations. Departure from New York, 7:00 p.m., Friday, January 22, 1971.

Special Note:

Alumni and families receive a special 10% discount from the Grace Lines published tariff fares. All rates are less the 10% special alumni discount, regular season rates.

This is the Minnesota Alumni Tour Plan 1971—  
Make vacation plans now! Dates and prices are firm. And an early reservation assures you the best space.



-----  
*Official Reservation Form: The Minnesota Alumni Association Tours 1971, The University of Minnesota, Minneapolis 55455*  
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Enclosed is my deposit of \$ \_\_\_\_\_ to confirm my reservation for the \_\_\_\_\_  
tour leaving \_\_\_\_\_ 1971.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Class/Year \_\_\_\_\_ Yes, I am a member \_\_\_\_\_

Want single room supplement\* \_\_\_\_\_

Make check payable: Minnesota Alumni Tours 1971.

Deposit required:

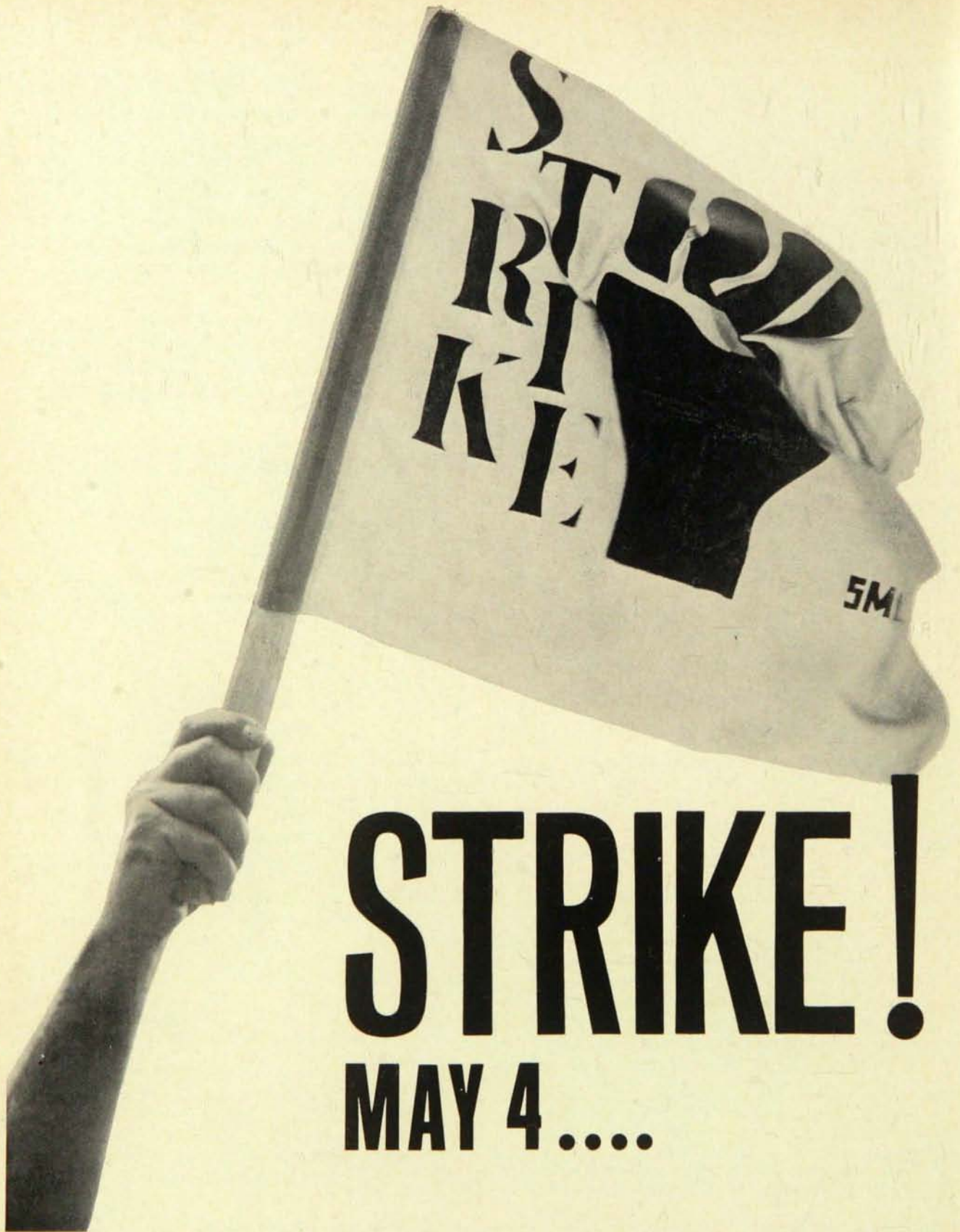
CARIBBEAN CRUISE, January 22-February 4, \$150 per person with reservation, full payment 30 days before sailing.

\*PUERTO VALLARTA, March 22-27, Mexico, \$50 per person, full payment by February 1, 1971.

\*ROME, ITALY, September 17-26, \$50 per person, full payment by July 1, 1971.

\*Single Room Supplements are necessary for the Puerto Vallarta and Rome, Italy tours if you desire a single room. The Single Room Supplement for each tour is \$50.00 and should be added to the cost of the tour indicated for two per room occupancy.





**STRIKE!**  
**MAY 4....**



**PRESIDENT NIXON'S DECISION** to send U.S. forces into Cambodia brought intense responses from students on many of the nation's college and university campuses during the week of May 4. These responses were to continue throughout the spring quarter on those campuses that stayed open. At Minnesota, activist efforts took the form of a "strike" — with headquarters in a suddenly "liberated" Coffman Memorial Union.

During the first two weeks of the strike, the Union bumped and shouted with activity. Students worked feverishly to tear strips of red cloth into strike armbands; those that worked in organizing strike efforts often spent the night, sleeping on Army cots.

Strike workers button-holed passersby outside the Union to spend a few minutes writing to their government representatives. Stationery and a stamp, along with addresses, were provided.

The main floor of the Union served as the major informational depot of the strike. A large bulletin board detailed daily strike activities by the hour.



**A striker's life  
in the  
"Liberated"  
University  
Coffman Union**







A Minneapolis Tribune Photo

**THE GREATEST VISIBILITY OF THE STRIKE** was the crowds drawn to its events. On May 10 anywhere from 20,000 to 70,000 people, depending upon who was estimating, marched to the State Capitol in St. Paul to protest the American invasion of Cambodia and the killings of four Kent State University students. The protestors began forming in an



early morning drizzle in front of Northrop Auditorium for the 8-mile walk that was led by the Veterans for Peace.

On May 20, John Kenneth Galbraith, professor of economics and former ambassador to India, spoke to a gathering of approximately 3,000 on "Foreign Policy — The Causes of Disaster." His speech was part of the University's second Day of Reflection programs. And that same week, on Friday, David Dellinger, a "Chicago 7" conspiracy trial defendant, spoke to a "Day of Life" rally in front of Coffman Union.



As strike activities began on the University campus on May 4, President Moos issued an appeal for non-violence, made through a press conference called shortly after approximately 4,000 students and faculty rallied and voted to strike, protesting United States involvement in Cambodia.

“ . . . I urge and implore all members of our community to recognize the urgent need to remain at peace with one another and remain true to our calling. Where as individuals or groups we feel outrage, we should make this known. Where we support the choices made, we should make this known. But we should do both in the manner appropriate to our commitment to reason, to respect for others, and to learning.

“ . . . I make this appeal to ally my colleagues to protect the values of the university at a time of unparalleled tensions and strain for all.”

The first week's strike activities were coordinated by a coalition of campus groups that included both students and faculty. This coalition sponsored daily rallies that were attended by several thousand students.

Throughout the week the campus remained in operation, all buildings were open and there was no destruction of property nor violence.

Overall class attendance on the Minneapolis campus was estimated to be down about 10 percent on Tuesday, May 5, and increased to about 15 percent overall by Thursday. On the St. Paul campus, and in several colleges on the Minneapolis campus, class attendance remained near normal.

The classes of the College of Liberal Arts felt the greatest impact of the strike — attendance was estimated to be down 25 percent on Tuesday, and increased to 50 percent on Thursday. It was estimated that approximately 6,000 to 7,000 students were staying away from classes by Thursday.

On the first day of the strike, William Shepherd, vice president for academic affairs, had also issued a statement, reiterating University policy concerning the responsibility of faculty members to provide instruction for their students. Some cancellation of classes by faculty occurred, but was not widespread.

Other individual faculty members, and several departments and other faculty groups, supported the purposes of the strike, and made it a subject of discussion in many of their classes.

Those individuals, both students and faculty, who voted at the Monday rally to strike, called for all students, faculty and workers of the University to strike.

They asked for the “complete cessation of all normal activity” as the only non-violent way whereby they might express the depth of their disgust with the U.S. policy in Southeast Asia and their demand for immediate withdrawal of all U.S. troops from Southeast Asia. They declared that all University “business as usual”, including assignments, tests, research, grading, attendance records and other “normal” activity conducted during the strike be invalid.

“Instead of business as usual, we intend to strike in

order to learn and discuss among ourselves the significance of U.S. domestic and foreign policy, the extent of University complicity with the U.S. war machine and to mobilize mass community support for our action,” read their initial “strike” sheet issued during the voting rally.

On Thursday, May 7, a statement prepared by President Moos was read at a strike rally that indicated that the University administration did not intend to take “summary or unjust action against persons who express their conscience this week,” but stressed that any person must be prepared to face the consequence of his action.

Various attempts were made to organize Civil Service workers to leave their assignments during the strike, but few did so. The department of civil service personnel instructed supervisors to schedule participation of Civil Service employees in the day of reflection, if it was approved, “in such a way as to maintain essential department services,” and authorized approval of the use of vacation leave or leaves of absence without pay for employees who wished to be absent for the entire day of Friday, May 8, providing essential services could be maintained.

After consultation with faculty leadership and the chairman of the Board of Regents, President Moos asked the Twin Cities Assembly, which met on May 7, to establish Friday as a day of reflection on the events in Southeast Asia and the purposes of the University.

“ . . . I would urge and encourage all members of the University community to use the day in accord with their own conscientious assessment of their country's situation and their personal responsibility.

“I am confident that our faculty and students can take part in this day without serious interruption of the purposes of their regular instruction. The transcendent importance of the questions before us suggests that a departure from business as usual on Friday will best express our total purposes,” read the Moos' statement in part.

On Thursday, the Twin Cities Assembly passed a series of resolutions, recording its position:

“We share with the participants in the University strike their abhorrence of the war in Vietnam and its escalation into Cambodia and other areas of Southeast Asia. With them we demand a fundamental change in American policies in Southeast Asia and the prompt withdrawal of American forces from that region.

“We commend the leadership and the participants in the strike for their maintenance of peaceful non-violence in a volatile situation and we repudiate proposals that the National Guard, police or other armed forces be sent onto this campus.

“We shall actively oppose punitive measures against any members of the University community that arise from peaceful activities they have engaged in during the period of the strike, whether as participants or non-participants . . .”

And the Assembly approved the following actions:

“Recommends suspension of classes on Friday,





**A NUMBER OF STUDENT AND STAFF ACTIVISTS** joined the picket lines in the first two weeks of the strike activities at Minnesota. Picket groups formed in front of classroom and administration buildings in an effort to urge non-participating members of the University community to join the strike. Complaints of "hassling" by picketers were nearly negligible — though their leaders often talked of closing down the University, the picketers' efforts did not mirror these statements.

Those picketers on University construction and delivery sites were sometimes successful in turning away delivery trucks after brief conversations with drivers. The drivers left more to avoid tense situations and physical violence than in sympathy with strikers' efforts. By the end of the second strike week, the pickets had all but disappeared.

May 8, and designate that day as a day of active involvement in the consideration of the function and direction of this university relative to the American society;

"Instructs all committees of the Senate which are concerned with our policy on ROTC to meet in continuous session to attempt to come to some resolution of this problem;

"Requests that all departments which have not already done so meet on Friday and attempt to formulate policy in regard to the situation on our campus;

"Urges all faculty members to seek actively to engage in dialogue with students about the strike and the larger issues relating to it;

"Urges that all faculty members communicate their concern over both the war and its effects on our campuses to their national leaders;

"Recommends that faculty members who wish to participate in educational activities in this connection make use of the organizational structure of the Ad Hoc Faculty Committee . . ."

The Assembly also suggested to the faculty of the Twin Cities campus:

"Faculty members may find it academically appropriate to recommend that their students, following the dictates of their own consciences, devote their entire effort for the remainder of spring quarter 1970 towards seeking a solution to this national crisis;





A NEW "GRADUATION" CEREMONY followed the traditional Cap and Gown Day ceremony the morning of May 14 in Northrop Auditorium. "Graduation" into the "University of Life" was proclaimed by the group of students and faculty who filled three-quarters of the ground floor center section of the auditorium. The "graduates" wore symbolic white head bands, and heard a rock band, folk music and speakers emphasizing the war and the national crisis.

An estimated 100 draft cards were dropped into cardboard boxes labeled "resist" after holders were urged to exchange "death cards for life cards". Douglas Dowd, professor of economics from Cornell University, delivered the major address.



"Each faculty member may base his spring quarter grades only on work completed prior to May 4;

"We recommend that faculty members who take these steps continue to meet their classes or otherwise provide instruction for those students whose consciences dictate that they pursue their normal studies."

And, "in recognition of the imperative need for discussion and action on the current crisis," the Assembly amended the University calendar for 1970 to designate one day in mid-week during each week remaining in the quarter to focus campus and community activities toward seeking a solution to the national crisis.

During the second week of the strike, the picketing of campus buildings by strikers declined and was eventually discontinued. And the strike rallies gradually diminished in size and frequency as those involved in the strike concentrated more on organized activities both on campus and in the community.

On recommendation of the Senate Consultative Committee, the Administrative Committee and the Committee on Academic Standing and Relations developed grading options for students who did not wish to continue their regular classwork. Faculty members begin



making arrangements with their students on the basis of the options, and grievance procedures for students who felt they were being treated unfairly were also established.

Class attendance appeared to improve during the second week of the strike when many special seminars and classes devoted to aspects of the war and the nation's foreign policy were offered. Several hundred students enrolled in a special independent study program devoted to the relationship between college campuses and foreign policy.

The campus days of reflection centered on the May 14 Cap and Gown Day ceremony and a May 20th visit to the Minneapolis campus by economist John Kenneth Galbraith. Crowds estimated at between 3,000 to 5,000 attended the Galbraith speech, and another by Senator Eugene McCarthy on May 21. Approximately 2,000 heard David Dellinger on May 22 at a "Foot-bridge Festival" sponsored by the Union Board of Governors and the Ad Hoc Strike Committee that continued throughout the day and into the night with speakers and music.

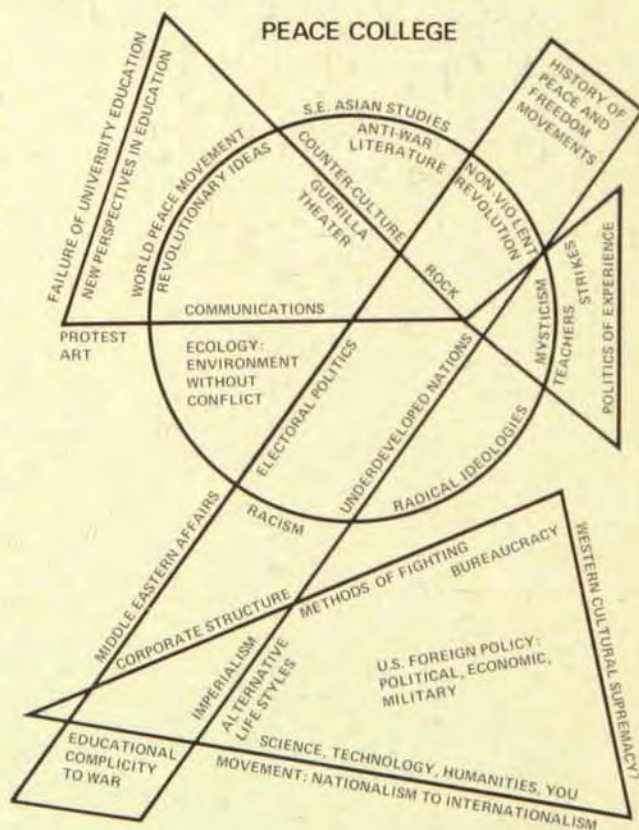
On May 14 student strikers held a ceremony marking their "graduation into a University of Life", and established a Peace College whose programs relate to the anti-war movement. The efforts of the Peace College continued throughout the quarter, as did those of the groups of students who canvassed and carried on anti-war discussions in the Twin Cities metropolitan area.

Strike activities on the University campus remained non-violent during spring quarter, and the remaining days of reflection centered on community involvement, and decentralized college and department events.

A report compiled by University administrators that showed faculty judgments on the effects of the strike were both positive and negative, estimated that class attendance was lowest during the first week of strike activities and had returned almost to normal by May 22. It also stated that the strike had generated substantial educational innovation and that approximately 6,000 Twin Cities campus students were granted one or more grading options in order to continue strike activities - 95 percent of these students changed from a letter grade to the pass/no credit system.

The strike-related occupation of "liberated" Coffman Union declined steadily during the strike period until on June 3 the Union Board of Governors issued a resolution declaring that over-night occupancy of the building was no longer justified by the needs of protest activities and must cease. Two days later University officials closed the Union for the night and about 20 uniformed policemen escorted the remaining occupants from the building.

That same day the All-University Senate authorized special study programs, events and arrangements between instructors and students for fall quarter 1970 to allow students to participate actively in campaign work leading up to the November 1970 elections.



**THE PEACE COLLEGE**, designed to "offer an alternative to the present educational system," was formed during the strike not in opposition to the University but to complement it, according to its organizers. Many of the conversations that took place among small groups of strikers scattered about the campus, as seen in the photo at the top, were transformed into an organized unit of seminars, classes and discussions related to the anti-war movement, and known as the Peace College.



## Despite Controversy and Reaction, ROTC Will Remain at University

The All-University Senate was recessed shortly after it began its May 28 meeting at which it was to act on a report of the Senate Committee on Educational Policy concerning Reserve Officer Training Programs (ROTC) at the University.

University President Moos called the meeting to a halt when he found that a heated and noisy disagreement over the presence of the Viet Cong flag in the Senate meeting area had created an atmosphere in which the business of the Senate could not be conducted.

Prior to the re-scheduled meetings of the Senate on June 4 and 5, the President issued a five-point announcement, approved by the Senate Consultative Committee that would ensure "that the Senate be able to conduct its business in an orderly fashion and that its actions (on matters of crucial importance to the operations of the University) emerge after full and appropriate debate.

"If the meetings cannot be properly conducted and adjournment becomes necessary, the faculty and students will have seriously jeopardized their own powers of self-government."

The statement provided for marshals, both faculty and students, to maintain order and be "on duty to check admissions of eligible members of the University community to the Senate meetings"; requested that "all flags, placards, cameras (except for members of the press and news media) and audio equipment be checked in the lobby" of the meeting hall; and that attendance at the meeting "be limited to elected and ex officio members of the Senate, and members of the faculty and currently registered students who are eligible to vote for faculty and student senators, as well as members of the press."

At its June 4 meeting the Senate endorsed the ROTC report of the Senate Committee on Educational Policy that constitutes an amendment of a previous report to President Moos by an *ad hoc* committee on the status of ROTC programs at the University. (See the 1970 April issue of The Alumni News.)

The Senate action recommends to the Board of Regents, expected to consider the matter during the summer, that the University join other universities in negotiations with the Department of Defense that would seek to regularize approval of courses and instructors for ROTC programs in the appropriate University academic units, and move military training and non-academic courses off-campus.

In other words, a course in military history would be offered through the history department, and instructors

for ROTC academic course would be hired through this regular teaching unit, rather than by the Department of Defense, as is done now. Consequently, either a civilian or a military officer could be hired to teach military history.

The proposal recommends that the academic approval of ROTC courses be handled in the same way as approval for all other courses is, and not by the special committee that is now charged with accreditation. This special committee would be replaced by a standing student-faculty committee on University-ROTC relationships that would propose and coordinate academic courses that may be required as a part of the officer education program, as well as supervise the hiring of qualified instructors for these courses.

The Senate also endorsed "in principle" the creation of a teaching and research unit devoted to the study

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**A GROUP OF APPROXIMATELY** 35 strikers began an active ROTC protest on May 19. The gaily-painted protesters, many of them non-students, chanted, decorated the Armory doors and windows with colored chalk, and blocked entrance to the building. Their actions followed a statement by President Moos at a rally in front of Morrill Hall when he answered one of the six strike demands that the University sever all ties with ROTC.

Moos said that the role of the University's president is to ensure that the rational processes of the University community are carried out. "The University community rightly asks that rational and thoughtful analysis proceed without administrative or other apparent or real coercion.

"My own view, therefore, is that I must continue to urge that the decisions surrounding ROTC programs be made in the most expeditious manner consistent with our traditions of rational deliberation."

After three hours the protesters left the Armory. On Thursday, two of the protesters were arrested, one for allegedly assaulting an officer and the other for unlawful assembly, during the second day of nonviolent noisy protests. President Moos called in the Minneapolis police to aid the University police in dispersing the crowd of demonstrators in front of the Armory.

A total of 17 persons, five of them University students, were charged with unlawful assembly on May 27 after a group of about 30 demonstrated against ROTC in front of Morrill Hall. Moos said that the demonstrators were warned that they might be violating the law after partially blocking access to the building, and individual complaints were filed against those who could be identified.

of the resolution of conflict, both social and political. The body will appoint a task force to study the feasibility of the plan which must report back to the Senate no later than winter quarter 1971.

The proposal currently before the Board of Regents emphasizes that the University has an obligation to provide a liberal education for all students, including those who freely elect to participate in a military training program leading to an officer's commission while they are enrolled in a bachelor's degree program. It also states that students now enrolled in a ROTC program would not be effected by the suggested changes.

The Senate defeated a motion to abolish the ROTC programs at the University.

A group of anti-ROTC demonstrators who attended this June 4 meeting of the Senate posed as dead and wounded war victims outside the doors of the meeting hall — indicating their objection to the Senate's action.

At its Friday meeting, the Senate created a special committee to consider the general policy question of threats to the integrity of the Senate. The Twin Cities chapter of the American Association of University Professors censured Professor Frederick Adelman of the aerospace studies department for allegedly warning a Reserve officer who is also a student that he might be subject to court martial for his statements about ROTC.

The English graduate student and recently commissioned second lieutenant in the Air Force Reserve testified at the open hearings of the Senate Committee on Educational Policy May 19 and 20 on the future of ROTC on the University campus.

The special committee was instructed to investigate and report on the appropriateness of Adelman's statements to the student, as well as the steps that might be taken to protect the integrity of Senate and Senate committee deliberations.



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The following address was delivered by an outstanding alumnus who received the University's OAA this spring. Its content is a pertinent expansion on the Special Insert — "1980!" in this issue.

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**DR. HOWARD R. JONES '33BS '36MA**  
**DISTINGUISHED EDUCATOR & DEAN**

## Achieving Educational Opportunity

It is true that in the last decade tremendous strides have been made toward achieving educational opportunity in higher education. Today's college enrollments are twice those of 1960, and more than six million students are registered in higher institutions of education on a full-time equivalent basis. More than forty percent of youth of college age today are in college.

Expenditures in the last decade for higher education have increased by more than 200 percent.

Education is recognized increasingly as a matter of life-long learning. Today over 13 million people participate in some form of adult education.

Yet there are obvious and ominous portents on the horizon. Enrollments will continue to rise. New facilities will be needed for at least two million more students by 1976. In spite of efforts to bring the advantages of higher education to more disadvantaged students, the proportion of blacks in the college population is still less than half the proportion of blacks in the population as a whole; and half the blacks in college attend predominantly black institutions.

There is a growing paralysis of financial resources, and public universities have increased their tuition substantially, limited enrollments in some instances and curtailed their programs of public service. Such phrases and concepts as "open admissions", "enrollment quotas", "a national student loan association" reflect important issues and creep into almost every day's conversation.

Are there guidelines that can give direction to the complex problems besetting us and which can bring some degree of order from the increasing chaos in which we find ourselves?

I contend that there must be a complementary set of diversified post-secondary educational institutions which minister to a wide variety of educational needs.

A major problem is that equal educational opportunity is too often construed as identical educational opportunity . . . What we really mean when we say equal educational opportunity is that each student should have an equal chance to have his peculiar and different educational needs realized and met. A choice is to be available among differing programs, the program selected to be the one which builds on an individual's strengths in terms of the objectives he seeks.

If the dissimilar needs of students are to be met, a state must provide a system of post-secondary schools in which the various component parts accept different responsibilities which complement each other. There is a need for technical schools, community colleges, private and public

four-year colleges, and the university with its breadth, specialization and graduate work.

Of these institutions, probably the community college should be the only truly *open-door* institution, and here the open door should be open very wide indeed. The high school graduate who is uncertain of himself and who has not yet demonstrated the academic prowess or the potentiality for a four-year college, or who is unsure of his vocational interests, should be able to enter this multi-purpose institution with the assurance of sympathetic help and guidance as he seeks those learning opportunities best suited for him.

At most other institutions, the entering student should be expected to present those entering aptitudes and abilities which give hope of success in that institution.

This means that post-secondary institutions should accentuate their unique capabilities rather than trying to "ape" each other. The pluralism of our education should not yield to homogeneity, and each institution should do those things it is uniquely capable of doing best . . .

What we are after is a matching of talents and career programs so that whatever is done is done well. Excellence is not limited to an elite.

### The Concept of a Career Lattice

The nature of learning, the effects of practical experience and the changing of attitudes which often accompany increasing maturity may mean that the occupational and educational goals realized by an individual may no longer satisfy.

Educational opportunity provides that new doors are always open to be tried. An individual is not forever typed, and the fact that he has completed educational preparation in one kind of post-secondary institution does not preclude attendance at another.

I was first introduced to the concept of a career lattice by one of my colleagues in health occupations education. She quoted the lack of mobility between and among jobs in the health occupations fields and pleaded for the possibility for shifts in career emphases as well as for continuing advancement for the able in the field of their choice . . .

Professor Elizabeth E. Kerr argued that in the health occupations fields, many skills, understandings and attitudes are common. To the extent that they can be utilized for further advancement up a career ladder or lateral movement into an allied field, they should be fully honored. The concept of a career lattice is to keep open both



vertical promotion and lateral movement in vocational and professional development.

The climbing upward or the stepping sideward on the career lattice is done at the choice of the individual, although it is contingent upon his developing new abilities which qualify him for the upward or sideward step. But the encouragement is there to step out or up, and contributing work experience is not undervalued . . .

The plea is for greater upward and lateral mobility as one grows in his vocation or profession. Of particular importance is the weight attached to successful experience. Some youth will start their post-secondary careers in jobs instead of enrolling for formal schooling. Many for whom a job experience is desirable will do this if they feel that the opportunities in formal preparation programs will continue to be open to them and that consideration will be given to their success in their job experience.

Utilization of the career lattice may mitigate some of the alienation found in our student bodies. With the possibility of later entry into educational programs, students will not be forced by parental and societal pressures of career conformity into undertaking post-secondary programs for which they have no stomach. Considerable campus unrest can be laid at the doorstep of students who feel they are captives in an educational scene which they did not choose, with which they do not agree, and which for them at that period of their lives is not relevant.

#### **A Lattice Extending to Life-time Limits**

In a very real sense, universal post-secondary education is already here. Nearly all adults will engage in some form of planned, progressive educational undertaking in their post-high school years. The most pervasive fact about today's society is that it is a learning society and that learning for all of us continues throughout life.

Post-secondary educational opportunities will exist for the up-grading needed to keep pace with new developments in one's vocation or profession.

Post-secondary educational opportunities will exist for those who find themselves in a blind-alley job or in a job which now seems unsuited to their talents. Many simply need challenge and change and are ready for a second career.

Post-secondary educational opportunities will exist for women who return to employment after raising their families through childhood years.

Post-secondary educational opportunities will exist for the enrichment of life apart from one's further vocational or professional development.

In all of this, our diversified post-secondary schools will play a part. The community colleges will have a particular responsibility for community continuing education. But the university also will have its role to play and the "mix" of older and younger students will shift inevitably to include more of mature years. The open door policy for the university is more likely to exist at the level of those who already have bachelor's degrees . . .

#### **Educational Opportunity for the Disadvantaged and Their Integration into Community College**

There is no question that there are substantial numbers of the disadvantaged who possess the capacity for college work but whose academic achievement levels as they pro-

gress through high school have not yet reached the attainment generally desired for college entrance. Compensatory education will be required to assist in closing the gap created by present disadvantage.

We cannot write off a generation of those whose growth has been stunted while we concentrate on improving and fertilizing the seed-bed for oncoming generations. Programs of "headstart," an individualized foundation year with tutorial assistance and other curricularly-enriching measures are called for. The goal should be to have every student at an appropriate level of course work by the end of his sophomore year.

In order to identify those among the disadvantaged whose potential is high, we need new measuring instruments not heavily linked with verbal facility, but capable of identifying aptitude and either established or latent motivation. Perhaps I can illustrate by analogy.

It is said of Knute Rockne that he travelled the farm roads of Indiana in the spring inquiring of strapping young men in the fields the direction to a nearby town. When they picked up the plow and pointed, he recruited. If we can find those who figuratively can pick up the intellectual plow, we'd better invite them to join the freshman squad. Fall and spring training can provide the fundamentals.

We must help each individual to come to the conviction that he can have great control over his lot in life . . .

It is interesting to note that this attitude of being able to control their destiny is found more frequently among blacks who attend schools which are integrated . . .

We need to find values on which we can agree as a means of ultimate integration. I am not persuaded that the presumed dichotomy of "middle-class values" and "minority values" is as real as popularly touted. To begin with, there is agreement on the root value from which most other values stem: regard for the worth of each individual personality. Each person wants to be respected in his own right. On this there would be agreement. Conflict arises when, in order to achieve one's own rights, the rights of others are disregarded. Can't conflict be diminished by reference back to the root value on which we all agree?

Most of us have respect for excellence as a value. But the "excel" in excellence provokes trouble. Our society is highly competitive, but many members of minority groups want their achievement to be compared not in a race with others but in reference to the goal to be achieved . . . Perhaps they have something to teach us.

We believe in respect for property. "Burn, brother, burn" is anathema to us. Those who have had little property and who feel dispossessed have not had the opportunity to attach value to this form of capital. The elimination of poverty can go a long way toward restoring respect for property.

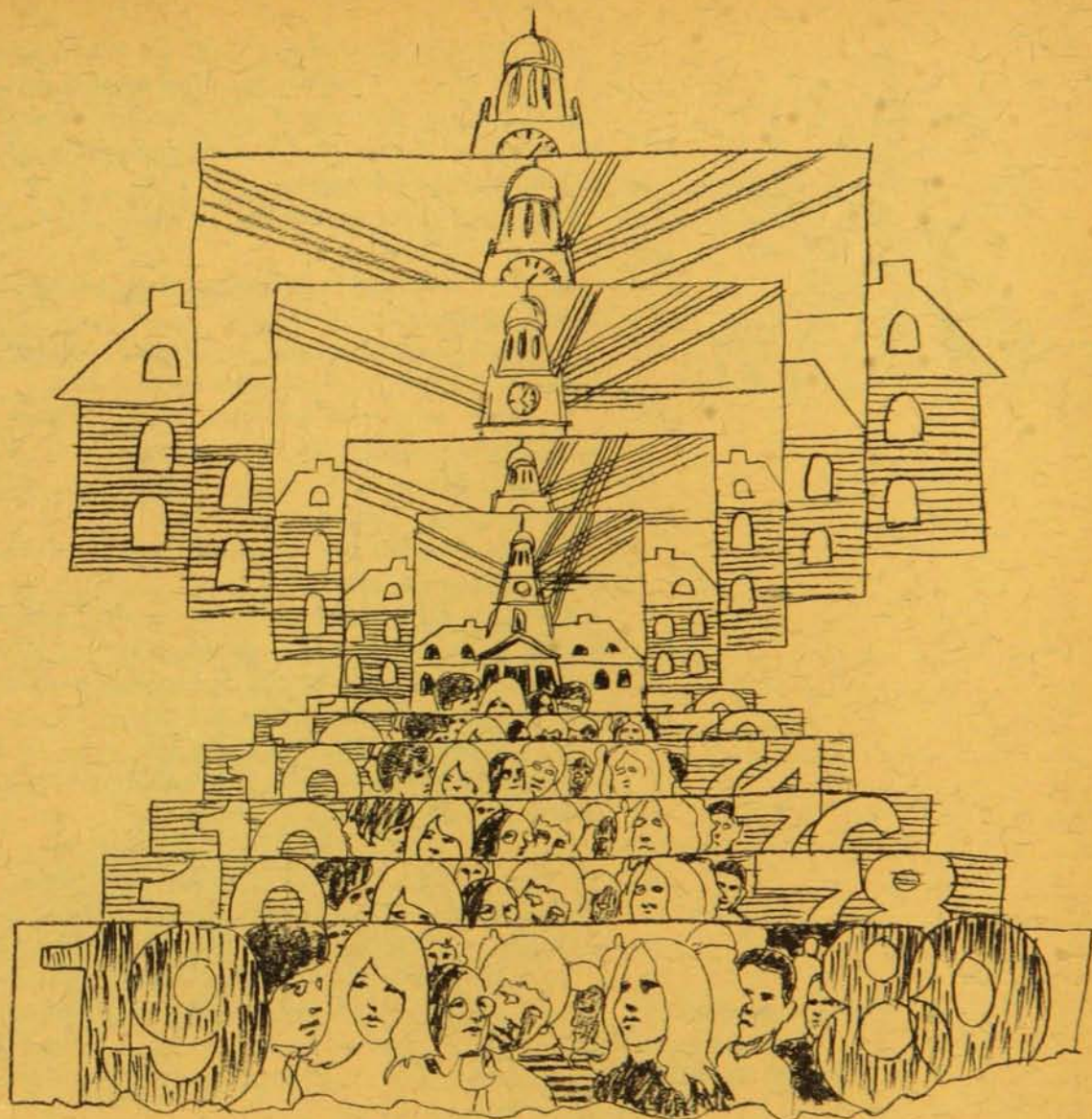
We believe that common consent is better than violence. Indeed democracy cannot exist except as we practice this belief. Opportunities to participate in arriving at consent can heighten this value. As the lives of minority groups become less tortured and their human goals are honored, violence recedes as an instrument to provoke decision.

The task of achieving commonality of values is a task of higher education lest our society be born asunder.

Disadvantage is not linked with race to the point that we can disregard any person whose potential for higher education is unrealized . . . Studies have shown that when socio-economic factors are taken into account, racial

*(Continued on page 45)*





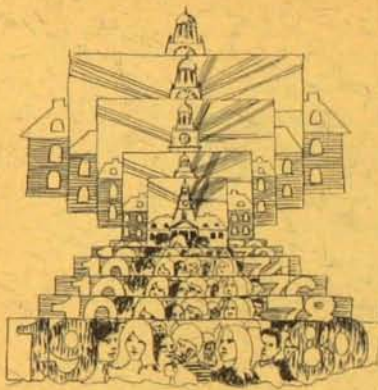
# 1980!

In the decade between now and then, our colleges and universities must face some large and perplexing issues

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NINETEEN EIGHTY! A few months ago the date had a comforting remoteness about it. It was detached from today's reality; too distant to worry about. But now, with the advent of a new decade, 1980 suddenly has become the next milepost to strive for. Suddenly, for the nation's colleges and universities and those who care about them, 1980 is not so far away after all.





**1980!** BETWEEN NOW AND THEN, our colleges and universities will have more changes to make, more major issues to confront, more problems to solve, more demands to meet, than in any comparable period in their history. In 1980 they also will have:

- ▶ **More students to serve**—an estimated 11.5-million, compared to some 7.5-million today.
- ▶ **More professional staff members to employ**—a projected 1.1-million, compared to 785,000 today.
- ▶ **Bigger budgets to meet**—an estimated \$39-billion in uninflated, 1968-69 dollars, nearly double the number of today.
- ▶ **Larger salaries to pay**—\$16,532 in 1968-69 dollars for the average full-time faculty member, compared to \$11,595 last year.
- ▶ **More library books to buy**—half a billion dollars' worth, compared to \$200-million last year.
- ▶ **New programs that are not yet even in existence**—with an annual cost of \$4.7-billion.

Those are careful, well-founded projections, prepared by one of the leading economists of higher education, Howard R. Bowen. Yet they are only one indication of what is becoming more and more evident in every respect, as our colleges and universities look to 1980:

No decade in the history of higher education—not even the eventful one just ended, with its meteoric record of growth—has come close to what the Seventies are shaping up to be.

**1980!** BEFORE THEY CAN GET THERE, the colleges and universities will be put to a severe test of their resiliency, resourcefulness, and strength.

No newspaper reader or television viewer needs to be told why. Many colleges and universities enter the Seventies with a burdensome inheritance: a legacy of dissatisfaction, unrest, and disorder on their campuses that has no historical parallel. It will be one of the great issues of the new decade.

Last academic year alone, the American Council on Education found that 524 of the country's 2,342 institutions of higher education experienced disruptive campus protests. The consequences ranged from the occupation of buildings at 275 institutions to the death of one or more persons at eight institutions. In the first eight months of 1969, an insurance-industry clearinghouse reported, campus disruptions caused \$8.9-million in property damage.

Some types of colleges and universities were harder-hit than others—but no type except private two-year colleges escaped completely. (See the table at left for the American Council on Education's breakdown of disruptive and violent protests, according to the kinds of institution that underwent them.)

Harold Hodgkinson, of the Center for Research and Development in Higher Education at the University of California, studied more than 1,200 campuses and found another significant fact: the bigger an institution's enrollment, the greater the likelihood that disruptions took place. For instance:

- ▶ Of 501 institutions with fewer than 1,000 students, only 14 per cent reported that the level of protest had increased on their campuses over the past 10 years.

**Campus disruptions:  
a burning issue  
for the Seventies**

Last year's record	Had disruptive protests	Had violent protests
Public universities .....	43.0%	13.1%
Private universities .....	70.5%	34.4%
Public 4-yr colleges .....	21.7%	8.0%
Private nonsectarian 4-yr colleges .....	42.6%	7.3%
Protestant 4-yr colleges .....	17.8%	1.7%
Catholic 4-yr colleges .....	8.5%	2.6%
Private 2-yr colleges .....	0.0%	0.0%
Public 2-yr colleges .....	10.4%	4.5%



► Of 32 institutions enrolling between 15,000 and 25,000 students, 75 per cent reported an increase in protests.

► Of 9 institutions with more than 25,000 students, all but one reported that protests had increased.

This relationship between enrollments and protests, Mr. Hodgkinson discovered, held true in both the public and the private colleges and universities:

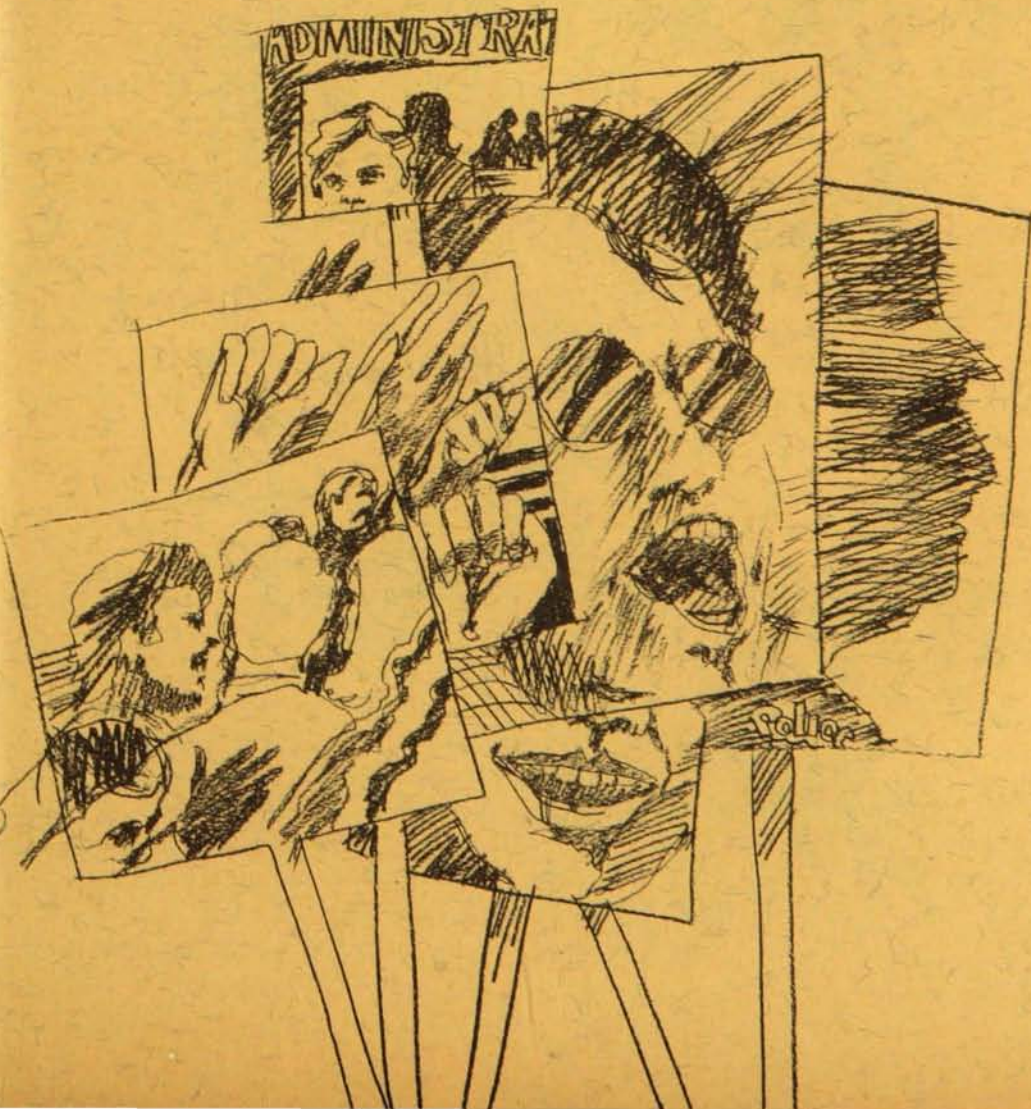
"The public institutions which report an increase in protest have a mean size of almost triple the public institutions that report no change in protest," he found. "The nonsectarian institutions that report increased protest are more than twice the size of the nonsectarian institutions that report no change in protest."

Another key finding: among the faculties at protest-prone institutions, these characteristics were common: "interest in research, lack of interest in teaching, lack of loyalty to the institution, and support of dissident students."

Nor—contrary to popular opinion—were protests confined to one or two parts of the country (imagined by many to be the East and West Coasts). Mr. Hodgkinson found no region in which fewer than 19 per cent of all college and university campuses had been hit by protests.

"It is very clear from our data," he reported, "that, although some areas have had more student protest than others, there is no 'safe' region of the country."

**No campus in any region is really 'safe' from protest**

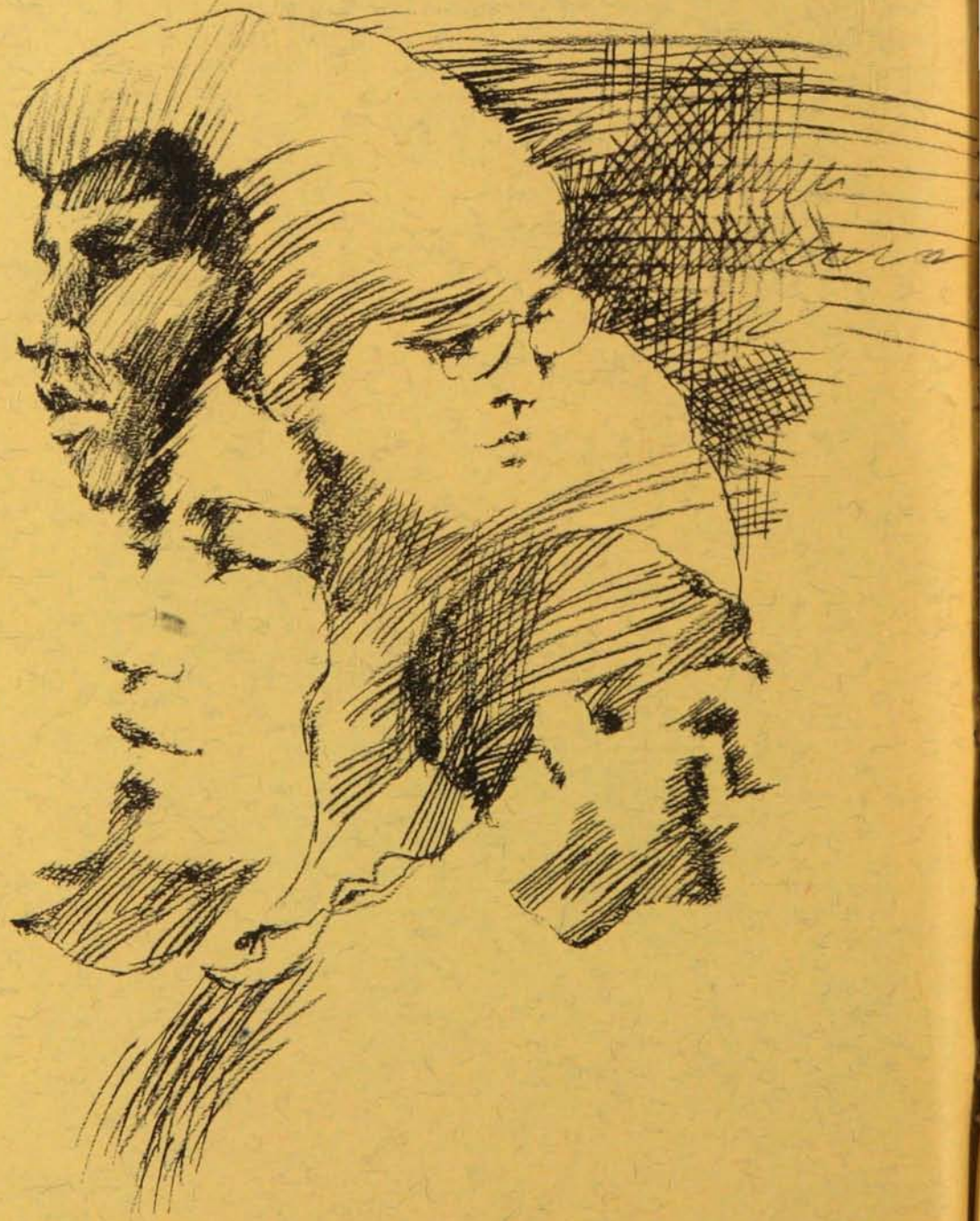




**1980!** WHAT WILL BE THE PICTURE by the end of the decade? Will campus disruptions continue—and perhaps spread—throughout the Seventies? No questions facing the colleges and universities today are more critical, or more difficult to answer with certainty.

**Some ominous reports from the high schools**

On the dark side are reports from hundreds of high schools to the effect that "the colleges have seen nothing, yet." The National Association of Secondary School Principals, in a random survey, found that 59 per cent of 1,026 senior and junior high schools had experienced some form of student protest last year. A U.S. Office of Education official termed the high school disorders "usually more precipitous,





spontaneous, and riotlike" than those in the colleges. What such rumblings may presage for the colleges and universities to which many of the high school students are bound, one can only speculate.

Even so, on many campuses, there is a guarded optimism. "I know I may have to eat these words tomorrow," said a university official who had served with the National Commission on the Causes and Prevention of Violence, "but I think we may have turned the corner." Others echo his sentiments.

"If anything," said a dean who almost superstitiously asked that he not be identified by name, "the campuses may be meeting their difficulties with greater success than is society generally—despite the scare headlines.

"The student dissatisfactions are being dealt with, constructively, on many fronts. The unrest appears to be producing less violence and more *reasoned* searches for remedies—although I still cross my fingers when saying so."

Some observers see another reason for believing that the more destructive forms of student protest may be on the wane. Large numbers of students, including many campus activists, appear to have been alienated this year by the violent tactics of extreme radicals. And deep divisions have occurred in Students for a Democratic Society, the radical organization that was involved in many earlier campus disruptions.

In 1968, the radicals gained many supporters among moderate students as a result of police methods in breaking up some of their demonstrations. This year, the opposite has occurred. Last fall, for example, the extremely radical "Weatherman" faction of Students for a Democratic Society deliberately set out to provoke a violent police reaction in Chicago by smashing windows and attacking bystanders. To the Weathermen's disappointment, the police were so restrained that they won the praise of many of their former critics—and not only large numbers of moderate students, but even a number of campus SDS chapters, said they had been "turned off" by the extremists' violence.

The president of the University of Michigan, Robben Fleming, is among those who see a lessening of student enthusiasm for the extreme-radical approach. "I believe the violence and force will soon pass, because it has so little support within the student body," he told an interviewer. "There is very little student support for violence of any kind, even when it's directed at the university."

At Harvard University, scene of angry student protests a year ago, a visitor found a similar outlook. "Students seem to be moving away from a diffuse discontent and toward a rediscovery of the values of workmanship," said the master of Eliot House, Alan E. Heimert. "It's as if they were saying, 'The revolution isn't right around the corner, so I'd better find my vocation and develop myself.'"

Bruce Chalmers, master of Winthrop House, saw "a kind of anti-toxin in students' blood" resulting from the 1969 disorders: "The disruptiveness, emotional intensity, and loss of time and opportunity last year," he said, "have convinced people that, whatever happens, we must avoid replaying that scenario."

A student found even more measurable evidence of the new mood: "At Lamont Library last week I had to wait 45 minutes to get a reserve book. Last spring, during final exams, there was no wait at all."



**Despite the scare headlines, a mood of cautious optimism**



**Many colleges have  
learned a lot  
from the disruptions**



**The need now:  
to work on reform,  
calmly, reasonably**

**1980!** PARTIALLY UNDERLYING THE CAUTIOUS OPTIMISM is a feeling that many colleges and universities—which, having been peaceful places for decades, were unprepared and vulnerable when the first disruptions struck—have learned a lot in a short time.

When they returned to many campuses last fall, students were greeted with what *The Chronicle of Higher Education* called “a combination of stern warnings against disruptions and conciliatory moves aimed at giving students a greater role in campus governance.”

Codes of discipline had been revised, and special efforts had been made to acquaint students with them. Security forces had been strengthened. Many institutions made it clear that they were willing to seek court injunctions and would call the police if necessary to keep the peace.

Equally important, growing numbers of institutions were recognizing that, behind the stridencies of protest, many student grievances were indeed legitimate. The institutions demonstrated (not merely talked about) a new readiness to introduce reforms. While, in the early days of campus disruptions, some colleges and universities made *ad hoc* concessions to demonstrators under the threat and reality of violence, more and more now began to take the initiative of reform, themselves.

The chancellor of the State University of New York, Samuel B. Gould, described the challenge:

“America’s institutions of higher learning . . . must do more than make piecemeal concessions to change. They must do more than merely defend themselves.

“They must take the initiative, take it in such a way that there is never a doubt as to what they intend to achieve and how all the components of the institutions will be involved in achieving it. They must call together their keenest minds and their most humane souls to sit and probe and question and plan and discard and replan—until a new concept of the university emerges, one which will fit today’s needs but will have its major thrust toward tomorrow’s.”

**1980!** IF THEY ARE TO ARRIVE AT THAT DATE in improved condition, however, more and more colleges and universities—and their constituencies—seem to be saying they must work out their reforms in an atmosphere of calm and reason.

Cornell University’s vice-president for public affairs, Steven Muller (“My temperament has always been more activist than scholarly”), put it thus before the American Political Science Association:

“The introduction of force into the university violates the very essence of academic freedom, which in its broadest sense is the freedom to inquire, and openly to proclaim and test conclusions resulting from inquiry. . . .

“It should be possible within the university to gain attention and to make almost any point and to persuade others by the use of reason. Even if this is not always true, it is possible to accomplish these ends by nonviolent and by noncoercive means.

“Those who choose to employ violence or coercion within the university cannot long remain there without destroying the whole fabric



of the academic environment. Most of those who today believe otherwise are, in fact, pitiable victims of the very degradation of values they are attempting to combat."

Chancellor Gould has observed:

"Among all social institutions today, the university allows more dissent, takes freedom of mind and spirit more seriously, and, under considerable sufferance, labors to create a more ideal environment for free expression and for the free interchange of ideas and emotions than any other institution in the land. . . .

"But when dissent evolves into disruption, the university, also by its very nature, finds itself unable to cope . . . without clouding the real issues beyond hope of rational resolution. . . ."

The president of the University of Minnesota, Malcolm Moos, said not long ago:

"The ills of our campuses and our society are too numerous, too serious, and too fateful to cause anyone to believe that serenity is the proper mark of an effective university or an effective intellectual community. Even in calmer times any public college or university worthy of the name has housed relatively vocal individuals and groups of widely diverging political persuasions. . . . The society which tries to get its children taught by fettered and fearful minds is trying not only to destroy its institutions of higher learning, but also to destroy itself. . . .

"[But] . . . violation of the rights or property of other citizens, on or off the campus, is plainly wrong. And it is plainly wrong no matter how high-minded the alleged motivation for such activity. Beyond that, those who claim the right to interfere with the speech, or movement, or safety, or instruction, or property of others on a campus—and claim that right because their hearts are pure or their grievance great—destroy the climate of civility and freedom without which the university simply cannot function as an educating institution."

**Can dissent exist  
in a climate of  
freedom and civility?**





**1980!** THAT "CLIMATE OF CIVILITY AND FREEDOM" appears to be necessary before the colleges and universities can come to grips, successfully, with many of the other major issues that will confront them in the decade.

**What part should students have in running a college?**

Those issues are large and complex. They touch all parts of the college and university community—faculty, students, administrators, board members, and alumni—and they frequently involve large segments of the public, as well. Many are controversial; some are potentially explosive. Here is a sampling:

► **What is the students' rightful role in the running of a college or university?** Should they be represented on the institution's governing board? On faculty and administrative committees? Should their evaluations of a teacher's performance in the classroom play a part in the advancement of his career?

**Trend:** Although it is just getting under way, there's a definite movement toward giving students a greater voice in the affairs of many colleges and universities. At Wesleyan University, for example, the trustees henceforth will fill the office of chancellor by choosing from the nominees of a student-faculty committee. At a number of institutions, young alumni are being added to the governing boards, to introduce viewpoints that are closer to the students'. Others are adding students to committees or campus-wide governing groups. Teacher evaluations are becoming commonplace.

Not everyone approves the trend. "I am convinced that representation is not the clue to university improvement, indeed that if carried too far it could lead to disaster," said the president of Yale University, Kingman Brewster, Jr. He said he believed most students were "not sufficiently interested in devoting their time and attention to the running of the university to make it likely that 'participatory democracy' will be truly democratic," and that they would "rather have the policies of the university directed by the faculty and administration than by their classmates."

To many observers' surprise, Harold Hodgkinson's survey of student protest, to which this report referred earlier, found that "the hypothesis

that increased student control in institutional policy-making would result in a decrease in student protest is not supported by our data at all. The reverse would seem to be more likely." Some 80 per cent of the 355 institutions where protests had increased over the past 10 years reported that the students' policy-making role had increased, too.

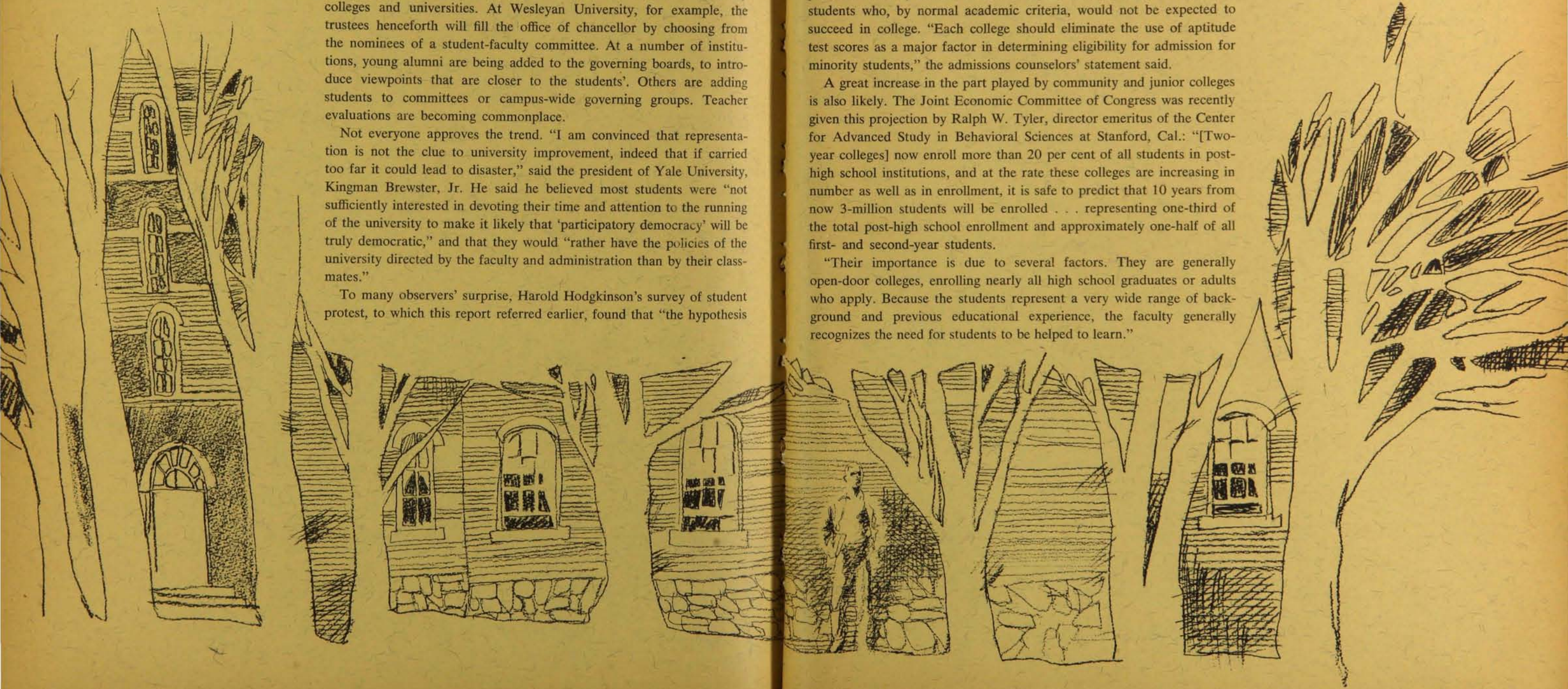
► **How can the advantages of higher education be extended to greater numbers of minority-group youths?** What if the quality of their pre-college preparation makes it difficult, if not impossible, for many of them to meet the usual entrance requirements? Should colleges modify those requirements and offer remedial courses? Or should they maintain their standards, even if they bar the door to large numbers of disadvantaged persons?

**Trend:** A statement adopted this academic year by the National Association of College Admissions Counselors may contain some clues. At least 10 per cent of a college's student body, it said, should be composed of minority students. At least half of those should be "high-risk" students who, by normal academic criteria, would not be expected to succeed in college. "Each college should eliminate the use of aptitude test scores as a major factor in determining eligibility for admission for minority students," the admissions counselors' statement said.

A great increase in the part played by community and junior colleges is also likely. The Joint Economic Committee of Congress was recently given this projection by Ralph W. Tyler, director emeritus of the Center for Advanced Study in Behavioral Sciences at Stanford, Cal.: "[Two-year colleges] now enroll more than 20 per cent of all students in post-high school institutions, and at the rate these colleges are increasing in number as well as in enrollment, it is safe to predict that 10 years from now 3-million students will be enrolled . . . representing one-third of the total post-high school enrollment and approximately one-half of all first- and second-year students.

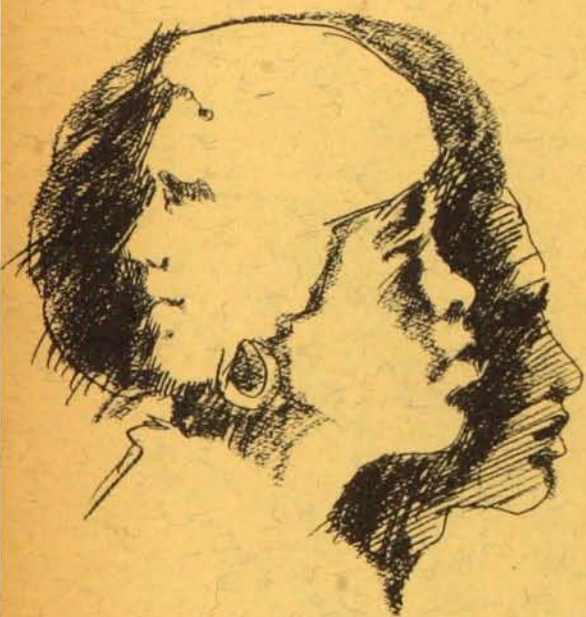
"Their importance is due to several factors. They are generally open-door colleges, enrolling nearly all high school graduates or adults who apply. Because the students represent a very wide range of background and previous educational experience, the faculty generally recognizes the need for students to be helped to learn."

**What about the enrollment of youths from minority groups?**





**Negro institutions:  
what's their future  
in higher education?**



► **What is the future of the predominantly Negro institutions of higher education?**

**Trend:** Shortly after the current academic year began, the presidents of 111 predominantly Negro colleges—"a strategic national resource . . . more important to the national security than those producing the technology for nuclear warfare," said Herman H. Long, president of Talladega College—formed a new organization to advance their institutions' cause. The move was born of a feeling that the colleges were orphans in U.S. higher education, carrying a heavy responsibility for educating Negro students yet receiving less than their fair share of federal funds, state appropriations, and private gifts; losing some of their best faculty members to traditionally white institutions in the rush to establish "black studies" programs; and suffering stiff competition from the white colleges in the recruitment of top Negro high school graduates.

► **How can colleges and universities, other than those with predominantly black enrollments, best meet the needs and demands of non-white students?** Should they establish special courses, such as black studies? Hire more nonwhite counselors, faculty members, administrators? Accede to some Negroes' demands for separate dormitory facilities, student unions, and dining-hall menus?

**Trend:** "The black studies question, like the black revolt as a whole, has raised all the fundamental problems of class power in American life, and the solutions will have to run deep into the structure of the institutions themselves," says a noted scholar in Negro history, Eugene D. Genovese, chairman of the history department at the University of Rochester.

Three schools of thought on black studies now can be discerned in American higher education. One, which includes many older-generation Negro educators, holds black studies courses in contempt. Another, at the opposite extreme, believes that colleges and universities must go to great lengths to atone for past injustices to Negroes. The third, between the first two groups, feels that "some forms of black studies are legitimate intellectual pursuits," in the words of one close observer, "but that generally any such program must fit the university's traditional patterns." The last group, most scholars now believe, is likely to prevail in the coming decade.

As for separatist movements on the campuses, most have run into provisions of the federal Civil Rights Act of 1964, which bars discrimination in housing and eating facilities.

► **What should be the role of the faculty in governing an institution of higher education?** When no crisis is present, do most faculty members really want an active part in governance? Or, except for supervising the academic program, do they prefer to concentrate on their own teaching and research?

**Trend:** In recent years, observers have noted that many faculty members were more interested in their disciplines—history or physics or medicine—than in the institutions they happened to be working for at the time. This seemed not unnatural, since more and more faculty members were moving from campus to campus and thus had less opportunity than their predecessors to develop a strong loyalty to one institution.



But it often meant that the general, day-to-day running of a college or university was left to administrative staff members, with faculty members devoting themselves to their scholarly subject-matter.

Campus disorders appear to have arrested this trend at some colleges and universities, at least temporarily. Many faculty members—alarmed at the disruptions of classes or feeling closer to the students' cause than to administrators and law officers—rekindled their interest in the institutions' affairs. At other institutions, however, as administrators and trustees responded to student demands by pressing for academic reforms, at least some faculty members have resisted changing their ways. Said the president of the University of Massachusetts, John W. Lederle, not long ago: "Students are beginning to discover that it is not the administration that is the enemy, but sometimes it is the faculty that drags its feet." Robert Taylor, vice-president of the University of Wisconsin, was more optimistic: student pressures for academic reforms, he said, might "bring the professors back not only to teaching but to commitment to the institution."

**The faculty:  
what is its role  
in campus governance?**







**Can the quality  
of teaching  
be improved?**

► **How can the quality of college teaching be improved?** In a system in which the top academic degree, the Ph.D., is based largely on a man's or woman's research, must teaching abilities be neglected? In universities that place a strong emphasis on research, how can students be assured of a fair share of the faculty members' interest and attention in the classroom?

**Trend:** The coming decade is likely to see an intensified search for an answer to the teaching-"versus"-research dilemma. "Typical Ph.D. training is simply not appropriate to the task of undergraduate teaching and, in particular, to lower-division teaching in most colleges in this country," said E. Alden Dunham of the Carnegie Corporation, in a recent book. He recommended a new "teaching degree," putting "a direct focus upon undergraduate education."

Similar proposals are being heard in many quarters. "The spectacular growth of two- and four-year colleges has created the need for teachers who combine professional competence with teaching interests, but who neither desire nor are required to pursue research as a condition of their employment," said Herbert Weisinger, graduate dean at the State University of New York at Stony Brook. He proposed a two-track program for Ph.D. candidates: the traditional one for those aiming to teach at the graduate level, and a new track for students who want to teach undergraduates. The latter would teach for two years in community or four-year colleges in place of writing a research dissertation.

► **What changes should be made in college and university curricula?** To place more emphasis on true learning and less on the attainment of grades, should "Pass" and "Fail" replace the customary grades of A, B, C, D, and F?

**Trend:** Here, in the academic heart of the colleges and universities, some of the most exciting developments of the coming decade appear certain to take place. "From every quarter," said Michael Brick and Earl J. McGrath in a recent study for the Institute of Higher Education at Teachers College of Columbia University, "evidence is suggesting



that the 1970's will see vastly different colleges and universities from those of the 1960's." Interdisciplinary studies, honors programs, independent study, undergraduate work abroad, community service projects, work-study programs, and non-Western studies were some of the innovations being planned or under way at hundreds of institutions.

Grading practices are being re-examined on many campuses. So are new approaches to instruction, such as television, teaching machines, language laboratories, comprehensive examinations. New styles in classrooms and libraries are being tried out; students are evaluating faculty members' teaching performance and participating on faculty committees at more than 600 colleges, and plans for such activity are being made at several-score others.

By 1980, the changes should be vast, indeed.

**1980!** BETWEEN NOW AND THE BEGINNING of the next decade, one great issue may underlie all the others—and all the others may become a part of it. When flatly stated, this issue sounds innocuous; yet its implications are so great that they can divide faculties, stir students, and raise profound philosophical and practical questions among presidents, trustees, alumni, and legislators:

► **What shall be the nature of a college or university in our society?**

Until recently, almost by definition, a college or university was accepted as a neutral in the world's political and ideological arenas; as dispassionate in a world of passions; as having what one observer called "the unique capacity to walk the razor's edge of being both in and out of the world, and yet simultaneously in a unique relationship with it."

The college or university was expected to revere knowledge, wherever knowledge led. Even though its research and study might provide the means to develop more destructive weapons of war (as well as life-saving medicines, life-sustaining farming techniques, and life-enhancing intellectual insights), it pursued learning for learning's sake and rarely questioned, or was questioned about, the validity of that process.

The college or university was dedicated to the proposition that there were more than one side to every controversy, and that it would explore them all. The proponents of all sides had a hearing in the academic world's scheme of things, yet the college or university, sheltering and protecting them all, itself would take no stand.

Today the concept that an institution of higher education should be neutral in political and social controversies—regardless of its scholars' personal beliefs—is being challenged both on and off the campuses.

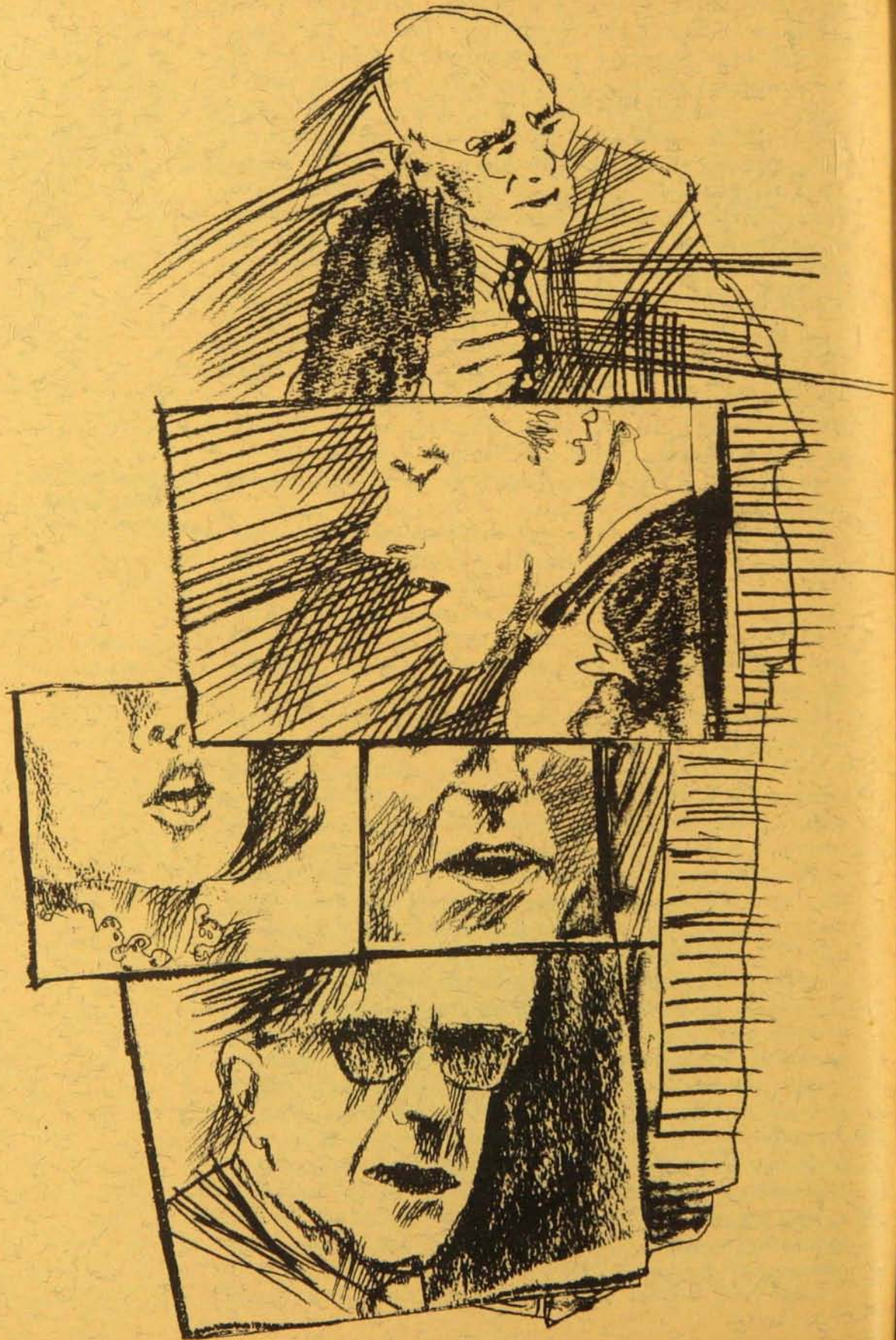
Those who say the colleges and universities should be "politicized" argue that neutrality is undesirable, immoral—and impossible. They say the academic community must be responsible, as Carl E. Schorske, professor of history at the University of California at Berkeley, wrote in *Publications of the Modern Language Association*, for the "implications of its findings for society and mankind." "The scholar's zeal for truth without consequences," said Professor Schorske, has no place on the campus today.

Julian Bond, a Negro member of the Georgia state senate, argued

**One great question  
will tower above  
all others**









the point thus, before the annual meeting of the American Council on Education:

"Man still makes war. He still insists that one group subordinate its wishes and desires to that of another. He still insists on gathering material wealth at the expense of his fellows and his environment. Men and nations have grown arrogant, and the struggle of the Twentieth Century has continued.

"And while the struggle has continued, the university has remained aloof, a center for the study of why man behaves as he does, but never a center for the study of how to make man behave in a civilized manner. . . .

"Until the university develops a politics or—in better terms, perhaps, for this gathering—a curriculum and a discipline that stifles war and poverty and racism, until then, the university will be in doubt."

Needless to say, many persons disagree that the college or university should be politicized. The University of Minnesota's President Malcolm Moos stated their case not long ago:

"More difficult than the activism of violence is the activism that seeks to convert universities, as institutions, into political partisans thumping for this or that ideological position. Yet the threat of this form of activism is equally great, in that it carries with it a threat to the unique relationship between the university and external social and political institutions.

"Specifically, universities are uniquely the place where society builds its capacity to gather, organize, and transmit knowledge; to analyze and clarify controverted issues; and to define alternative responses to issues. Ideology is properly an object of study or scholarship. But when it becomes the starting-point of intellect, it threatens the function uniquely cherished by institutions of learning.

". . . It is still possible for members of the university community—its faculty, its students, and its administrators—to participate fully and freely as individuals or in social groups with particular political or ideological purposes. The entire concept of academic freedom, as developed on our campuses, presupposes a role for the teacher as teacher, and the scholar as scholar, and the university as a place of teaching and learning which can flourish free from external political or ideological constraints.

". . . Every scholar who is also an active and perhaps passionate citizen . . . knows the pitfalls of ideology, fervor, and *a priori* truths as the starting-point of inquiry. He knows the need to beware of his own biases in his relations with students, and his need to protect their autonomy of choice as rigorously as he would protect his own. . . .

"Like the individual scholar, the university itself is no longer the dispassionate seeker after truth once it adopts controverted causes which go beyond the duties of scholarship, teaching, and learning. But unlike the individual scholar, the university has no colleague to light the fires of debate on controverted public issues. And unlike the individual scholar, it cannot assert simply a personal choice or judgment when it enters the field of political partisanship, but must seem to assert a corporate judgment which obligates, or impinges upon, or towers over what might be contrary choices by individuals within its community.

**Should colleges  
and universities take  
ideological stands?**



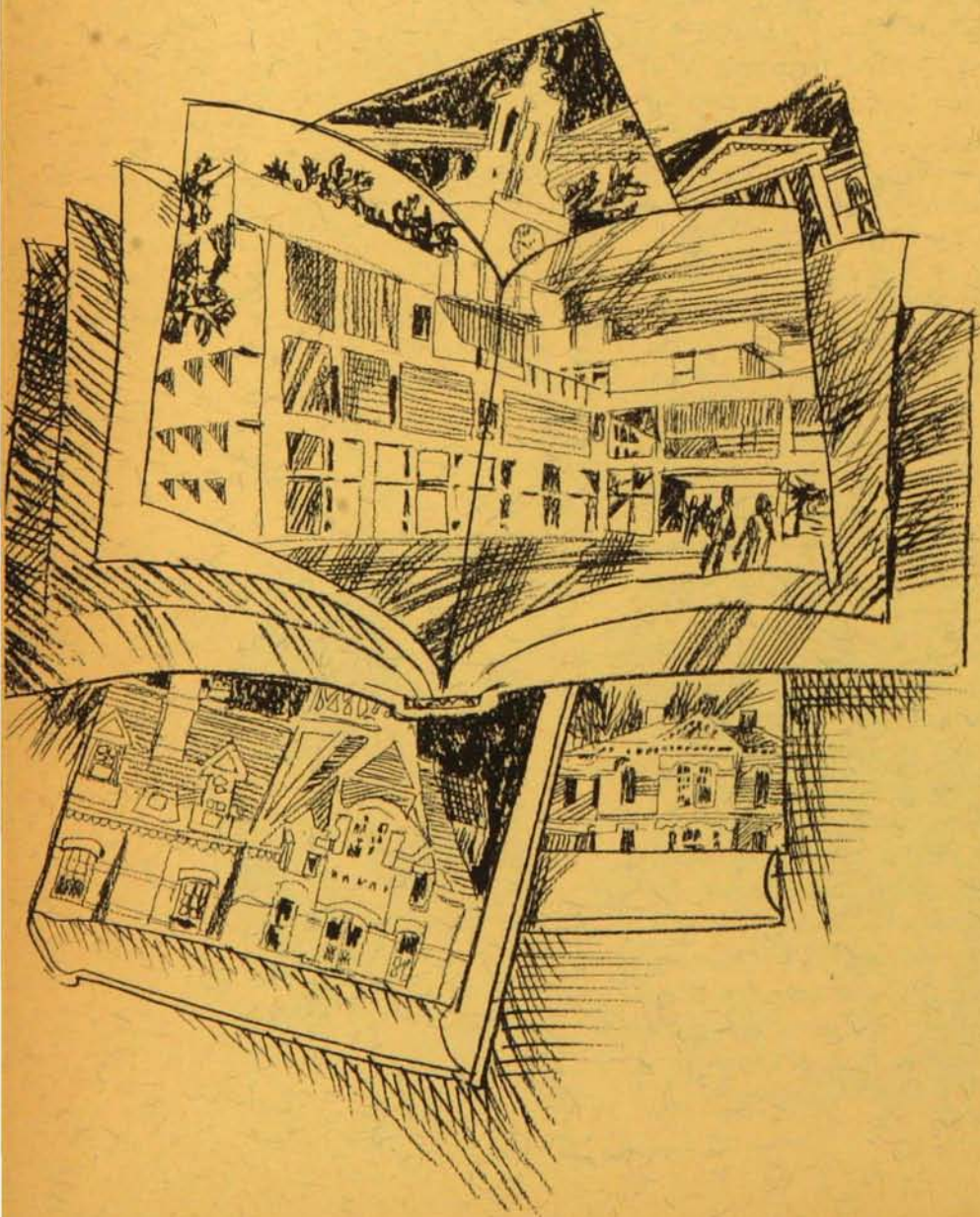


"To this extent, it loses its unique identity among our social institutions. And to this extent it diminishes its capacity to protect the climate of freedom which nourishes the efficiency of freedom."

**1980!** WHAT WILL THE COLLEGE OR UNIVERSITY be like, if it survives this tumultuous decade? If it comes to grips with the formidable array of issues that confront it? If it makes the painful decisions that meeting those issues will require?

Along the way, how many of its alumni and alumnae will give it the understanding and support it must have if it is to survive? Even if they do not always agree in detail with its decisions, will they grant it the strength of their belief in its mission and its conscience?

*Illustrations by Jerry Dadds*



The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization informally associated with the American Alumni Council. The editors, it should be noted, speak for themselves and not for their institutions; and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission.

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Minnesota – Hail To Thee...

## MAA ANNUAL MEETING



**MEMBERS OF THE** Minnesota Alumni Association—over 300 strong—filled the Cotillion Ballroom of Minneapolis' Sheraton-Ritz Hotel the evening of June 2 for the 21st Annual Honors Presentation and 66th Annual Meeting of the Board of Directors and Membership. Those seated at the head table, at right in back, included, from the left, University Vice President and Mrs. Stanley J. Wenberg; Outstanding Achievement Awardee Alfred M. Kuhfeld and Mrs. Kuhfeld; Alumni Service Awardee Grant H. Johnson and Mrs. Johnson; Harry Heltzer, incoming MAA National President; outgoing MAA National President James Watson and Mrs. Watson; Alumni Service Awardee Albert H. Heimbach and Mrs. Heimbach; Outstanding Achievement Awardee John B. Faegre and Mrs. Faegre; Outstanding Achievement Awardee Dr. Sam F. Seeley and Mrs. Seeley, MAA Board member Judge Oscar R. Knutson and the Reverend Carl C. Caskey, campus minister with the United Ministry in Higher Education, the invocator.

Over 300 members of the Minnesota Alumni Association meet in support of their Association and their University for the June 2 21st Annual Honors Presentation and 66th Annual Meeting of the Board of Directors and Membership in the Cotillion Ballroom of Minneapolis' Sheraton-Ritz Hotel.

Before moving into the Ballroom for dinner, many of those present enjoyed a reception in the Minnesota Alumni Club, located in the same hotel.

The Invocation before dinner was delivered by the Reverend Carl C. Caskey, campus minister with the United Ministry in Higher Education. Outgoing MAA President James A. Watson '42BA presided over the meeting. Following a presentation by the University of Minnesota Men's Glee Club, under the direction of Professor Phil Steen, Watson introduced past recipients of the Alumni Service Award and the University's Outstanding Achievement Award. Eighteen Alumni

Service and 35 Outstanding Achievement awardees were present at the gathering.

University President Malcolm Moos spoke briefly to the group prior to making the evening's award presentations.

Noting that this meeting day was his 1000th day in office as president of the University, Moos told the gathering that he had just returned from Washington, D.C., and that the National Institute of Health, recognizing the great humanitarian qualities of the institution had given it a million-dollar grant to increase the freshman class in the Medical School from 160 to 227. The faculty, acting without regard to their cramped facilities, will have completed the arrangements for the expansion by September.

"Our medical program at the University will be larger than all of the Big Ten universities combined," Moos said.



Moos had gone to Washington, D.C. specifically to accept the \$1 million 400 thousand grant for the Medical School and another \$800,000 grant from AID for Moroccan agricultural research in agronomy and agricultural sciences.

The latter grant has been made at a time, he said, when federal funding is drying up; but the national government still recognizes that the University has a natural team to pursue a lucrative learning 10-year program.

"This is what makes us all proud of the University of Minnesota."

Moos said that a special dividend for him that evening was the presence of Ken Glaser, past MAA president.

He went on to note that Minnesotans are not afraid of one another, that they have a great tolerance to political organizations of both the left and right, even though moving through difficult times of youth movement.

"I happen to feel," he said, "that manners to our society are the most important things we can order ourselves with. If we have lost them, we have lost everything . . ."

"I want to assure you, as I have always said, that if ever there is disruption in the classroom or violence on the campus, it will be dealt with firmly."

Moos then presented the University's Outstanding Achievement Award to John B. Faegre '11BA '13LLB, Minneapolis; Alfred M. Kuhfeld '26LLB, Columbus, Ohio, and Dr. Sam F. Seeley '25BA '27MD, Washington, D.C.; and Alumni Service Awards to Grant H. Johnson '39BS '46MA, Buffalo, Minnesota, and Albert H. Heimbach '42BBA, Minneapolis.



MAA BOARD member Gerald H. Friedell '49BA, right, chatted with out-going MAA National President James A. Watson '42BA at the social hour preceding the 1970 Minnesota Alumni Annual Meeting.



HARRY HELTZER '33MeE, left, newly named president of the Minnesota Alumni Association at its 66th Annual Meeting and 21st Annual Honors Presentation and head of Minnesota Mining and Manufacturing Company, talked with Elizabeth Carnes, center, and Mrs. Oscar Knutson in the Alumni Club located in the Sheraton-Ritz Hotel before the meeting convened.

Heimbach, speaking in behalf of all of the recipients, said, that he, along with the others, were impressed and proud to join the distinguished ranks of the OAA and ASA winners.

Since its birth, he said, the Alumni Association has made very positive contributions to the growth and development of the University. Briefly noting the history of Minnesota, Heimbach said that in its second 100 years, he is confident that the alumni will continue to promote the growth and respect that is indicative of a great institution.

"All of us are aware that these are extremely troubled times for all of the university and college campuses in the United States. Our newspaper headlines and radio and television broadcasts feature campus violence and disorder, much of which is very close to home and seemingly only one step removed from our own college campus . . ."

"On our campus there has been a great deal more than Moos' luck to help maintain order and a sense of values. Dr. Moos and his staff have been able to maintain open lines of communication with the dissident faculty, students and administrators. They have taken the time to listen to the students and to discuss with them their demands . . ."

"They have been willing to consider change when change was appropriate, and they have been firm when firmness was necessary.

"I want to extend my personal congratulations to Dr. Moos and his staff for being able to 'keep its cool', during these trying times and to avoid violent conflict when any minor action could have been the spark to set off a major confrontation. I hope that all alumni will be aware of these tremendous problems, and continue their loyalty and support of Dr. Moos and our great institution."

After calling the 66th Annual Meeting to order, President Watson announced the results of the Board





**UNIVERSITY VICE PRESIDENT** Stanley J. Wenberg, left, exchanged comments on the University with Alumni Service and Outstanding Achievement Awardees prior to the 21st Annual Banquet on June 2. The awardees included Grant H. Johnson '39BS, Buffalo, Minnesota, Alumni Service Award; Dr. Sam F. Seeley '25BA '27MD, Washington, D.C., Outstanding Achievement Award; John B. Faegre '11BA '13LLB, Minneapolis, Outstanding Achievement Award; Alfred M. Kuhfeld '26LLB, Columbus, Ohio, Outstanding Achievement Award; Albert H. Heimbach '42BBA, Minneapolis, Alumni Service Award.

of Directors election, the newly elected officers and executive committee of the Association, and the at-large member appointments.

Newly elected board members include Franklin Briese '28LLD, St. Paul; Robert G. Cerny '32Arch, Excelsior; Dr. Robert Hugh Monahan '43MD, St. Paul; Henry N. Somsen, Jr. '34LLB, New Ulm, Minnesota, and Barbara Stuhler '52MAM, St. Paul.

The new officers for 1970-71 are Harry Heltzer '33MetE, president; The Honorable Oscar Knutson '27LLB, first vice president; John E. Carroll '33BChem, second vice president; Hermon J. Amott '24BA, treasurer; Irene D. Kreidberg '30BBA, secretary, and Jim Watson '42BA, past president.

Members of the executive committee include Harry Atwood '31BA, Minneapolis; Franklin Briese '28LLB, St. Paul; J. Roscoe Furber '24EE, Minneapolis; Gerald H. Friedel '48BA, Minneapolis; Carl Platou '51MHA, Minneapolis, and George Pemock '34BA, Minneapolis.

At-large members appointed for four-year terms, beginning July 1, 1970, are Marilyn Chelstrom '50BA, New York City, Region I; Lynn Hokenson '44BME, Springfield, Ohio, Region II; Harold Melin '44ChemE, Detroit, Michigan, Region IV, and Milton Wick '17-18, Scottsdale, Arizona, Region VI.

Watson then gave a resume of the year's activities of the Association, noting that alumni membership showed an increase of nine percent despite the fact

that what happens on the campus has a direct effect on membership. The Alumni Fund did show a decrease, both in amount received and number of donors, in the past year. In line with President Moos' policy of having alumni representatives serve on all University committees, alumni representatives were appointed for two new committees, the University Committee on Social Policy and the University Committee on Extension and Community Program.

During the past year, the Association conducted two tours—two sections of 40 persons each to Scandinavia-Russia, and one of 200 alumni to Mallorca. The MAA Insurance Program has also proven successful, showing 1162 alumni insured and over \$16 million of insurance in force, as well as its newly-initiated Hospital-Money Plan.

To date 55 state, 44 outstate and 19 college constituent chapters have highly developed programs of scholarship recruitment and University support.

The Association will move to new quarters in the new University Administrative Services Building this summer, until such time as a new alumni center is built on the West Bank.

Retiring board members who received MAA citations included Carl M. Anderson, Francis M. Boddy, Wallace L. Boss, Kenneth C. Glaser, Dixie I. Goss, Florence M. Lehmann, Melvin O. Sletten and William F. White.



# MEET MAA'S FIRST MERIT SCHOLARSHIP WINNERS

"For me, at least, it's a pleasure to go to school," one of the first MAA Merit Scholarship winners recently told the Alumni News.

"And if I'm able to enroll in honors courses similar to those that I was in high school, I'm sure that I'll like the University quite a lot," Larry Crawford, 17-year-old graduate of Minneapolis' De LaSalle High School said.

While in his fourth year of Russian language courses and with a strong reading interest in Russian literature, Larry became the co-leader of a Russian literature discussion course at De LaSalle during his senior year. Joined by a small group of interested students, Larry and a friend, with the help of De LaSalle's English department head, almost "made up the course as they went along." The boys, both with a broad knowledge of Russian literature, drew up a course outline and a performance criteria. The latter served as a testing device — "if a student filled out the performance criteria as we had formed it, we knew that he had done the necessary work for the course," Larry said.

Larry's interests in this field — which he plans to continue while at the University — prompted him to write and submit an essay on a Chekhov story in a competition sponsored by the National Council of Teachers of English. He was selected as runner-up.

Larry also used his writing talents as an editor for *The Islander*, De LaSalle's student paper, and was partially responsible for the first issue on Vietnam.

"Too often school newspaper comment on high school events is so delayed and the news so mundane, that it was a pleasure to write on current issues and events — even if my editorials are long-winded." Larry is thinking about joining the *Minnesota Daily* staff, and would like to continue reviewing plays and other cultural events as he did in high school.

Involved in De LaSalle student council efforts, Larry worked on high school participation in the October War Moratorium — which work he calls "just functioning as a safety value."

"If students stop going to classes to work politically, they are just being lazy and infantile . . . it's the unseen strike that is important, the canvassing and other political work that is the only way to get anything done," he said, speaking about Minnesota's student strike.

Larry has two hobbies: playing the drums, an avocation that he began in the 8th grade and now continues in church-related events, and model railroading. The latter hobby, in the making for 10 to 12 years, has included trips to railroad museums, building a special electronic transistor trolley with the help of his father and reading railroad magazines. This summer he hopes to complete a replicate section of a larger,



early 1900's railroad in a model builder's "attempt at realism".

Larry is also working full-time during the summer, selecting lens for a local optical company. He was able to obtain this job because of an early release from school.

Although he had once thought of working toward an engineering degree, Larry will enroll in the College of Liberal Arts at the University this fall, and then make his decision. His interests in the Russian language, history and literature, combined with conversations with a teaching relative at New York University, may lead him into a career in one of these areas that includes travel. Larry has criss-crossed the United States camping with his parents and two younger sisters.

Had Larry not received the MAA Merit Scholarship, he would not have come to the University.



**Chosen through a new Association program geared to draw more of Minnesota's top 2% high school students . . .**

At first meeting, 17-year-old Leanna Forcier appears quiet, precise and tactful. But beneath her reserved demeanor is a spirit charged with certain ambition and dedication.

The 1970 graduate of Chaska (Minnesota) High School, National Honor Society member, commendeo of the National Merit Scholarship Examination and the second of MAA's initial Merit Scholarship winners hopes that someday she, too, may be a distinguished alumna of the University. Her brother graduated, magna cum laude, in 1967 from the University's Law School.

Leanna is already on her way toward distinguishing herself. The valedictorian of a high school graduating class of more than 250, she has been invited by the University to enroll in the honors division.

Currently her plans are to study in the College of Liberal Arts and to concentrate on the social sciences — with a particular interest in history. During the summer between her junior and senior years, she took a six-week required social studies course so that she might participate in a college history course offered on television's channel two during the regular school year. Earlier she had shown an interest in mathematics, science and French as electives.

Leanna likes educational television — of the sort that she will no doubt encounter as a student at the University. She found that in the TV course it was easier to "anticipate the instructor's questions and to answer them."

"The answers are usually in your textbook," she said, "even though in the classroom it's easier to ask an instructor for the answers."

Leanna has limited her extracurricular activities because of her job and household obligations. However, for two years she has been an editor on Chaska High School's monthly student paper, concentrating on the creative pages and putting together pictorial essays on current school problems such as noise and heating. And she worked with the National Honor Society to produce a special skit for this year's induction ceremony.

The outside activity that does require a lot of Leanna's time is her employment with the Chanhassen Dinner Theatre. Although she calls the clerical duties she began there in the summer of 1968 "part-time", Leanna has managed to put in 40 or nearly 40 hours each week during the years. This summer she has been advanced to work as secretary to the theatre's banquet promoter. And she intends to continue in this job while attending the University.

The Merit Scholar also carries major responsibility for her family home outside of Chanhassen, from which she plans to commute daily to the University. Her mother passed away this spring and Leanna is now in charge of the house.



When the Alumni News asked Leanna how she felt about the recent student strike at the University, she said that she "didn't think a college campus should be closed down for any reason."

"If money is spent for your education, you should work hard to get that education.

"I'm interested in politics, but I've been discouraged by the typical high school students who go out and have a ball rather than work constructively" when the opportunity arises.

"I've wanted to go to the University ever since my brother started there and I was old enough to figure out what college was all about.

"The possibilities for education are wide open at the University."





## 1920'ERS FETE A GOLDEN DAY...

MEMBERS OF THE CLASS OF 1920 and their guests celebrated their Golden Anniversary on May 14. Early in the day they gathered to register at Minneapolis' Hotel Pick-Nicollet, and chuckling sometimes in disbelief, met old friends once again.

Following registration, the 50th Anniversary Luncheon was held in the hotel. E. B. Curry, chairman of the Reunion Committee, introduced the group's two Alumni Service and four Outstanding Achievement awardees before speaking for his class. MAA Executive Director Ed Haislet spoke for the Association and the University, emphasizing the tempo of change on the Minnesota campus.

The Robert B. Gile Travel Award was given to Dr. Asa Churchill of San Rafael, California, and Benjamin Segal, a lawyer from Beverly Hills, California, for having come the greatest distance to attend the reunion.

Following a guided bus tour of the campuses and tea at the home of President and Mrs. Moos, the 1920ers returned to the Sheraton-Ritz Hotel and the Alumni Club for an evening social hour and dinner.

On these pages are pictured some of the 1920ers who took a day out to enjoy their 50th anniversary.

At left, top, Minton Anderson, fea-





tured speaker at the evening banquet, paused in his meal to chat with Mrs. Culbert and Edwin C. Culbert, vice chairman of the Reunion Committee, seated at the head table. Anderson addressed the group on the immediate need for the countries' universities and its communities "to speak the same language" and to trust one another so that they both might survive.

He praised the leadership of the University and its alumni, and urged his classmates to continue to lend the institution as much support and dedication as they were able to.

At left, center, Mrs. Curry and E. B. Curry, master of ceremonies for the

noon luncheon, were also seated at the head table for the evening banquet.

And at left, bottom, Mrs. Harvey (left), Alfred Harvey and David L. Mackintosh chatted and exchanged campus memories during the social hour preceding the dinner in the Alumni Club.

Four MD's of the class of '20, right top, gathered during the luncheon to renew memories of the classroom. They are, from the left, Dr. J. Arthur Myers,

Dr. Herman M. Juergens, Dr. John I. Appleby and Dr. Asa G. Churchill.

At right, center, 1920 Reunion Host Robert Gile paused in his afternoon duties to exchange greetings with a classmate. And, also at center right, 1920 Liberal Arts grads gathered quickly when they spotted old classmates. Karl E. Rollefson (left), was caught in the handshake of Walter J. Hesnault, and the hellos of Richard B. Eide and Gordon J. Cummings.



## dave shama's GOPHER TALES



Through the 16 years Murray Warmath has been head coach at the University of Minnesota he has acquired a reputation among press and fans as a proverbial pessimist.

The quote "My biggest rebuilding job ever" was used at the outset of so many spring practices even Murray presumably got tired of it.

In conversations with the press Warmath has often given considerable attention to his team's problems while seemingly minimizing their strengths.

I've never paid his attitude much mind. First, as a young coach Warmath learned the danger in ballyhooing a team too much in preseason. When the team fails to live up to the expectations, often over emphasized by press and fans alike, the coach receives the blame.

Warmath wants no more of the fire than he has to endure.

Second, the Gopher coach has usually had good reason to lay more woe on us than sunshine. He hasn't predicted any Rose Bowl trips in recent seasons and we haven't had any.

The reason we haven't is the problems Warmath told us about in the spring cost us games in the fall. What was interpreted by some as pessimism in April was termed truth in November.

This spring I found the veteran coach just as candid as ever. He says he's got some good players and some that aren't so hot, but they may have to play because there is no one better.

Seven starters are gone from the 1969 team. Three of the vacated positions are in the backfield at quarterback, fullback and flanker.

Craig Curry, a junior from Coral Gables, Florida, where he was a high school All-American, will undoubtedly open the season at quarterback.

His passing was inconsistent in the spring, but his running and potential are likely to keep him No. 1 until it becomes better. Curry is a better run-pass quarterback than his predecessor, Phil Hagen, and the Gophers will probably use many triple-option plays involving the pitch or keep series.

Despite a rather ordinary spring there is reason to believe Curry could be an outstanding Big Ten quarterback by season's end. Mike McGee, who recruited Curry before becoming head coach at East Carolina, said Curry was considered by some scouts to be one of the two best quarterback prospects in the nation his senior year. Jimmy Jones of Southern California by way of Harrisburg, Pennsylvania, was the other.

Warmath thinks it may take time, but Curry can do the job.

Ernie Cook, who started as a sophomore in the Gophers' last three games, replaces Jim Carter. Of the runner who gained 304 yards in 60 attempts Warmath says simply, "Ernie is a good football player."

Sophomore George Honza and junior John Marqueson are "having a hustling match," according to Warmath for the flanker spot vacated by George Kemp.

Senior Barry Mayer who gained 750 yards to lead the team in rushing completes the backfield at tailback. If Mayer avoids injury and the offensive line is consistently good, he might gain 1,000 yards with his strong plunges.

Warmath says the most worrisome part of the team is the offensive line where it takes time to develop the heady and brawny ability to block.

The Gophers will miss tight end Ray Parson when it comes time to establish a ground game. Bart Buetow of Mounds View is the likely successor to try and emulate Parson's power blocking. The only other line position open because of graduation is left guard and Lee



Rankin is considered a capable replacement for Bill Christison.

Vern Winfield will be in his second season as the other guard. Seniors John Thompson and Ray Hawes are the tackles. Junior letterman Kevin Hamm returns at split end.

Hawes, 6-5 and 240, and Hamm could be especially important. If Hawes isn't the Gophers' best blocker it would be hard to speculate who would be, and Hamm is the standout among an average group of receivers.

In sum, the Gophers may be as good offensively as Curry and the offensive line are consistent. A minimum of mistakes will allow the bullish Gophers to grind out yardage.

The defense, as Warmath realized some 35 years ago, is the most important part of any team. The Gophers might have an outstanding one. Lettermen return at every position and at some the quality is high.

This is particularly so where defensive backs Jeff Wright, Walt Bowser and Gary Hohman are considered among the Big Ten's best.

The linebackers have the same rating. Bill Light, Rich Crawford and Ron King have mobility and hitting power while rover Ron Anderson adds experience.

In the line are ends Jack Babcock and Curtis Mayfield and tackles Jim O'Brien and Mike Goldberg. Steve Thompson, a regular until he injured a knee last season, adds depth at tackle.

As usual, there won't be exceptional quickness in the line, but the muscle and weight will be present (all starters weigh over 225).

Warmath would get a little excited about the defense if he could take his eyes off the schedule. Even Paul Foss might admit it's discouraging.

The first six games are with Missouri, Ohio, Nebraska, Indiana, Ohio State and Michigan. Missouri, Nebraska, Ohio State and Michigan sound like murder, and Ohio and Indiana have enough to also get in the act.

Missouri and Nebraska are considered by many coaches to be the teams to beat in the Big Eight. Last year Mizzou embarrassed Big Ten Rose Bowl representative Michigan 40-17 at Ann Arbor.

Nebraska was even harder on the Gophers, defeating us 42-14.

Ohio won't be in the Corn Huskers' or Mizzou's class, but the Bobcats did tie Minnesota 35-35 last fall and will be a formidable team again.

It's no wonder Warmath says dryly, "If we win our first three games we're going to the Rose Bowl."

Don't bet on it. The fourth and fifth games are on the road against 1968 national champion Ohio State and Michigan.

Pardon me, if I begin talking like Warmath.

## EDUCATIONAL OPPORTUNITY . . .

differences found in the school drop-out rates are sharply reduced. Cultural deprivation needs to be attacked wherever it is found.

### Finances for Educational Opportunity

President Nixon has said that "no qualified person who wants to go to college should be barred by lack of money." We all agree with this objective, but we may part company when we try to delineate the source of this money. The truth of the matter is that all segments of the economy are going to be stretched to provide the needed funds.

There is a tendency to change the "mix" of support by throwing increased dependence on long-term loans to be repaid by the individual student over periods as long as 20 years. There are at least three reasons why this is not the answer to the problem of educational opportunity:

1. Students already contribute a substantial share of the cost of their education in the time they invest in higher education. The amount of "foregone earnings" is a large in-put - frequently overlooked.
2. Society is a major beneficiary of the outcomes of higher education.
3. Young people simply will not assume an impossible burden constituting a financial albatross about their neck.

A young person may reasonably be expected to invest in the development of his own "human capital" when there is an expectancy of a marked increase in his monetary return, but he shouldn't be required to take a vow of poverty for the duration of his university career and to send his wife into indenture in the labor market in order to earn an advanced degree.

The major change in the "mix" of revenues supporting higher education must come in increased reliance on funds from the federal government. I am not an advocate of federal centralism, but there are some facts of life that cannot be avoided. By the year 2,000, if present trends continue, the federal government will be garnering two-thirds of all tax funds . . .

The growth of the federal government's tax revenues tends to keep pace with the growth of the nation's gross national product. Between now and 1976-77, it is estimated that there will be an increase in federal revenue of about 70 billion dollars. The question is whether we can take one-seventh of that increase for the needs of higher education. In the last analysis, this comes down to a question of the values we hold and how we order our priorities.

I have but broken the ground on the subject of educational opportunity, and talked only to educational opportunity in the United States. Perhaps we should set for ourselves the task of achieving opportunity with excellence in the United States in the next decade and opportunity for those in developing countries, at least in elementary education, in the next generation.

It is hard to realize that two of three adults in developing countries are illiterate and that there are more children of school age not in school than in school. There is so much to do.

This I do know. Paul Verrill was right when he said to Billy Dawn in the play *Born Yesterday*, "I want you to have all the education you can. A world full of ignorant people is too dangerous to live in."





**AT TOP ABOVE,** University President Malcolm Moos, left, Mrs. Moos, Harrison E. Salisbury '30BA and Mrs. Salisbury glance through a 1930 "Gopher" during the social hour that opened the Class of 1930 Fortieth Anniversary Reunion on May 26. Dr. Moos spoke for the University and Salisbury for the Class during the formal program which followed the banquet.

**AT LEFT,** Irene D. Kreidberg '30BBA, left, secretary of the Class of 1930 Reunion Committee, adjusted the name tag — which featured the University "Gopher" senior picture — and Host ribbon of John A. Moorhead '30BA, treasurer of the Reunion Committee.

**ABOVE,** Among those 159 who enjoyed the Reunion dinner in the Minnesota Alumni Club were Herbert Cooperman, left, who led community singing at one point during the evening's program, Lee Levine Cooperman, class member, Earl Ewald, class member, and Mrs. Ewald.



# CLASS OF '30 CELEBRATES GALA 40TH

More than 150 strong, members of the class of 1930 gathered the evening of May 26 in the Alumni Club for their 40-year reunion.

They were exuberant and enthusiastic at meeting their classmates once again, and for many the evening ended too soon. Val Bjornson served as master of ceremonies during the banquet program, and quipped and reminisced his way through numerous introductions.

Dr. Malcolm Moos, president of the University, was present with his wife, to speak both informally and formally about the crises that have faced his administration.

Sam L. Scheiner provided music and song sheets for community singing of the songs of 1930, and Sidney Feinberg spoke for the Class of 1930 Alumni Fund.

Class member Harrison Salisbury, assistant managing editor of the *New York Times* and Pulitzer Prize winner, was the evening's featured speaker. He had originally chosen to speak on student protest, but changed his mind "as the days and weeks passed" and he came to feel "that we have more serious things to talk about."

"We have once before seen this country seemingly going well, prosperous, and then suddenly disaster . . .

"It is neither fair nor reasonable to assume that because this country is great and prosperous it can overcome its current problems without deep self-examination. The divisiveness is already too deep. The feedback from the war worsens it every day . . .

"Taken all together, it does not add up to something we'll get over if we can just somehow muddle through the next few months."

". . . We have to put our own energies and persuasive powers into getting this country back on a course we believe in. And it is our responsibility. For the students did not make this world, our generation did. And if we are unsatisfied with our handiwork, it is up to us to work to correct the flaws."

**AT RIGHT TOP**, Minnesota State Treasurer Val Bjornson, left, class member, and University Dean Frank M. Boddy, right, class member, greeted a third member of the Class of 1930 Reunion Committee, Cecilia Regan Keyes, center, and her husband, District Judge Leonard Keyes, at the evening reunion on May 26.

**RIGHT CENTER**, Leonard Simonet, left, Mrs. Simonet, Mrs. Feinberg and Sidney S. Feinberg were among those '30 Law School graduates and their wives who attended the 40-year festivities.

**RIGHT BOTTOM**, Raymond Mithun, '30BA, left, co-chairman, and Winston L. Molander '30BBA, chairman of the Class of 1930 Reunion Committee, compared last-minute notes on the evening's plans during the social hour.





# THE UNIVERSITY

## MAJORITY OF STUDENTS ARE SATISFIED WITH UNIVERSITY, STUDY SHOWS

More than three-fourths of the University students questioned in a recent study expressed satisfaction with the University, and about the same percentage said that they liked most or all of their instructors. Results of the study, published in a 41-page report by Professor Ralph F. Berdie, director of Student Life Studies, were based on 598 questionnaires sent to 200 men in the College of Liberal Arts (CLA), 200 women in CLA and 198 men in the Institute of Technology (IT).

Forty-five percent of the CLA men said they were *satisfied* with the University, 28 percent said they were *well satisfied*, and 2 percent said they were *completely satisfied*.

Fifteen percent were dissatisfied — including the 5 percent who were *very much dissatisfied* and the 1 percent *completely dissatisfied*. Only 7 percent were *indifferent*.

Responses of CLA women and IT men to this question were substantially the same as those of CLA men.

CLA men who said they liked most or all of their instructors included 12 percent who liked *all*, 10 percent who liked *all but one*, and 53 percent who liked *most*. Another 11 percent said they liked *about one half*, 7 percent said *few*, 2 percent *only one*, and 1 percent *none*. CLA women expressed equal liking for instructors.

The percentage of IT men who said they liked most or all of their instructors was slightly lower — 69 percent. IT students were also more likely to express dissatisfaction with their faculty advisers —

10 percent *completely dissatisfied* compared with 3 percent of CLA men.

Although most students said they liked most of their instructors, they ranked instructors only sixth out of nine (rankings of CLA men)

as sources of satisfaction within the University.

About one-fourth of the students reported that more than 10 faculty members knew them by name. Only 13 percent reported that no faculty member knew them by name, but 25 percent reported that just one or two did.

When asked to rank the sources that influenced their way of looking at the world, CLA men placed family first, college second, friends third, church fourth and home community fifth.

More men than women were dependent on their own savings and work to finance their education. Among the men, 34 percent reported their families as the principal source of support, as compared with 42 percent of the women.

Women reported that they had met more friends since starting college than did men — more of the men described their friends as having been made before high school graduation. The latter may be explained at least in part by the fact that more men lived at home.

In terms of campus experiences, the study noted that the similarities between CLA and IT students "are more impressive than the differences."

"Technology and Arts students do not constitute two separate species of students."



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## THREE ALUMNI GROUPS CITED FOR '69 WORK

The three outstanding alumni groups for 1969, named for having done the best job in constituent, instate and outstate alumni work were **Outstanding Constituent Association — School of Nursing Alumnae Association, Outstanding Instate Chapter of the Year — Owatonna, and Outstanding Outstate Chapter of the Year — Florida Suncoast Chapter.**

Pictured at the right, top, Patrick J. Turner '48BSEd of Tampa, Florida, MAA regional representative and a member of the Suncoast Chapter, accepted the banner award for his group from MAA President James Watson '42BA, right. In acknowledging the award Turner said, "There are a lot of good people in Florida who are hungry for news of the University of Minnesota . . . They deserve this award, particularly Carmen Richards who has put so much effort into the chapter's work." Mrs. Richards is president of the Suncoast group.

At the right, center, Charlotte Linster Boyles '54BSN, board member of the School of Nursing Alumnae Association, and Grace Person Gohdes '43BSNE '60MEd, president of the Nursing Alumnae, stand proudly in front of the banner that proclaims their group as number one among constituent associations in 1969. The Nursing Alumnae were cited for their innovative programming in meetings, membership campaigns, reunions and seminars.

MAA President Watson, bottom, at left, presented the Outstanding Instate citation to Hugh Morris who accepted the 1969 award for the Owatonna, Minnesota chapter. The Instate group, representing alumni in Steele County, has been under the leadership of Dick Anderson.





# THE ALUMNI

## BOB ODEGARD TO HEAD U MINNESOTA FOUNDATION



Robert J. Odegard '42BSAg, a broker with the Minneapolis investment firm of Dain, Kalman and Quail (DKQ), will replace University Vice President for Investments Roger Kennedy as executive director of the University of Minnesota Foundation. Kennedy will join the Ford Foundation this summer as financial vice president.

Odegard is also expected to be named director of development of the University when the Board of Regents meets on June 13. In this position he will report to University President Malcolm Moos on his coordination of the University's overall fund-raising efforts.

As head of the Foundation, that seeks private funding for University needs for which legislative funds generally are not available, Odegard will be responsible to its board of directors, headed by chairman Arthur Motley of New York and president Bernard H. Ridder, Jr. of St. Paul.

Odegard, who resides in Wayzata, Minnesota, has been a broker

with DKQ since 1966. He served in the State Legislature in 1961-62 and ran for Congress in 1962 and 1964.

The Minnesota native has also been active in University alumni affairs, serving on the board of directors of the Minnesota Alumni Association from 1963-67, as a member of the executive committee from 1966-67 and as treasurer of the Association from 1966-67.

An ex-farmer and owner of a Princeton, Minnesota automobile agency, Odegard has been a member of the National Planning Association's agriculture committee since 1949 and has held many other advisory and civic posts, including membership on the education task force of the Minneapolis Urban Coalition.

Foundation President Ridder said of Odegard recently: "The qualifications of Bob Odegard are such that the Foundation feels extremely fortunate in acquiring his services as executive director. His wide acquaintanceship in the Twin Cities and throughout the state and his keen interest in University activities assure the Foundation of top leadership."

President Moos added: "We are delighted that the University has been able to attract a man with the range of talent of Bob Odegard. He has many friends in our rural communities as well as in the metropolitan area. In addition to his contributions as a community leader, he is highly respected in the business community."

Vice President Kennedy's move to the Ford Foundation will cause some new administrative adjustments.



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## MAA CONSTITUENT GROUPS HONOR DISTINGUISHED TEACHERS AND ALUMNI



TWO UNIVERSITY FACULTY members were honored as Distinguished Teachers at the recent College of Liberal Arts and University College Alumni Association's Annual Meeting. E. W. Ziebarth, dean of the College of Liberal Arts, left, made the presentations of a framed citation and money award to Livia P. Seim, center, lecturer in French and Italian, and Mischa Penn, instructor in the Humanities Program. Another previously recognized Distinguished Teacher, Professor Toni McNaron, spoke at the gathering on "The Challenge of Teaching in the 1970's".

MISS GERTRUDE O. KOSCHIG, second from left, administrative assistant and an instructor in the University's Department of Mortuary Science, was honored as the Mortuary Science Outstanding Alumnus at that group's Alumni Association Spring Social Hour. Robert C. Slater '42AMS '50BS, left, director of the School of Mortuary Science, shares Miss Koschig's enthusiasm for her award, along with Keith L. Nordby '47AMS, president of the Mortuary Science Alumni Association, and Edwin Haislet '31BSEd '33MA '37EdD, executive director of the Minnesota Alumni Association.



COLLEGE OF EDUCATION Alumni Association Alumni Member of the Year Award was presented to Miss Genevieve Olson, left, by Ray S. Forstad '60BS, president of the College of Education Alumni Association at the group's recent Annual Meeting. Miss Olson is presently the supervisor of the service occupations division of the Technical Education Center at Anoka, Minnesota as well as enrolled in the master's program in vocational-technical education at the University.





## RECENT OUTSTANDING ACHIEVERS



**UNIVERSITY VICE PRESIDENT** Stanley Wenberg, left, congratulated Miss Esther A. Garrison '40BSN '44MA, currently lecturer and coordinator of the Project for Doctoral Preparation for Nurses in the Psychiatric Field at the University of California Medical Center, School of Nursing, San Francisco, upon her receipt of the University's Outstanding Achievement Award. Miss Garrison, who counts outstanding work with the National Institute of Mental Health among her career accomplishments, was honored at the School of Nursing Alumnae Association's Annual Meeting and Alumnae Day.

**W. ALLEN WALLIS '32BA**, left, president of the University of Rochester, Rochester, New York, admires the citation of the Outstanding Achievement Award presented to him by another university president, Minnesota's Dr. Malcolm Moos. Wallis has been an outstanding educator in economics at Yale, Stanford and the University of Chicago.



**THE COLLEGE OF AGRICULTURE, FORESTRY AND HOME ECONOMICS** recently honored six of its graduates with Outstanding Achievement Awards at the annual meeting of the College's Alumni Association. Pictured above chatting with William G. Shepherd, right, University vice president for academic administration who conferred the awards, are, from the left, Kenneth E. Ogren '42BS '48MA '51PhD, agricultural attache for the U.S. Mission to the Organization for Economic Cooperation and Development, Paris, France; Karl S. Quisenberry '25MS '30PhD, assistant administrator (retired), Agricultural Research Service, U.S. Department of Agriculture; Cyril H. Goulden '25PhD, retired director of experimental farm service, Ottawa, Ontario, Canada; John A. Zivnuska '47PhD, dean of the School of Forestry and Conservation, University of California; Olaf S. Aamodt '17BS '22MS '27PhD, retired administrator of the U.S. Department of Agriculture; Jeanette A. Lee '28BS '37MS, dean of the College of Home Economics, Michigan State University.





**DR. WALTER D. LOBAN '32BS '49PhD**, left, outstanding author and internationally known consultant on language development, is congratulated by Assistant Vice President Lofquist upon his receipt of the University's Outstanding Achievement Award at the College of Education Alumni's Annual Meeting.

**DR. HOWARD R. JONES '33BS '36MA**, left, distinguished educator in several capacities and for the past five years dean of the College of Education of the State University of Iowa, received the Outstanding Achievement Award at the College of Education Alumni Association Annual Meeting. Dr. Lloyd H. Lofquist, right, assistant vice president for academic administration, made the presentation.



**THOMAS J. NOVAK '42BSPhm** left, president of the College of Pharmacy Alumni Association, congratulated Harold B. Shapira, Minnesota graduate with a degree in pharmaceutical chemistry, upon his receipt of the Pharmacy Alumni's Distinguished Pharmacist Award at the group's 12th annual meeting. Shapira, whose work in St. Paul civic activities is legend, has current business interests in the Highland Drug Center, Shapira's Gifts and Eagle Drugs, Inc., and serves as a director of the Highland Park State Bank of St. Paul.

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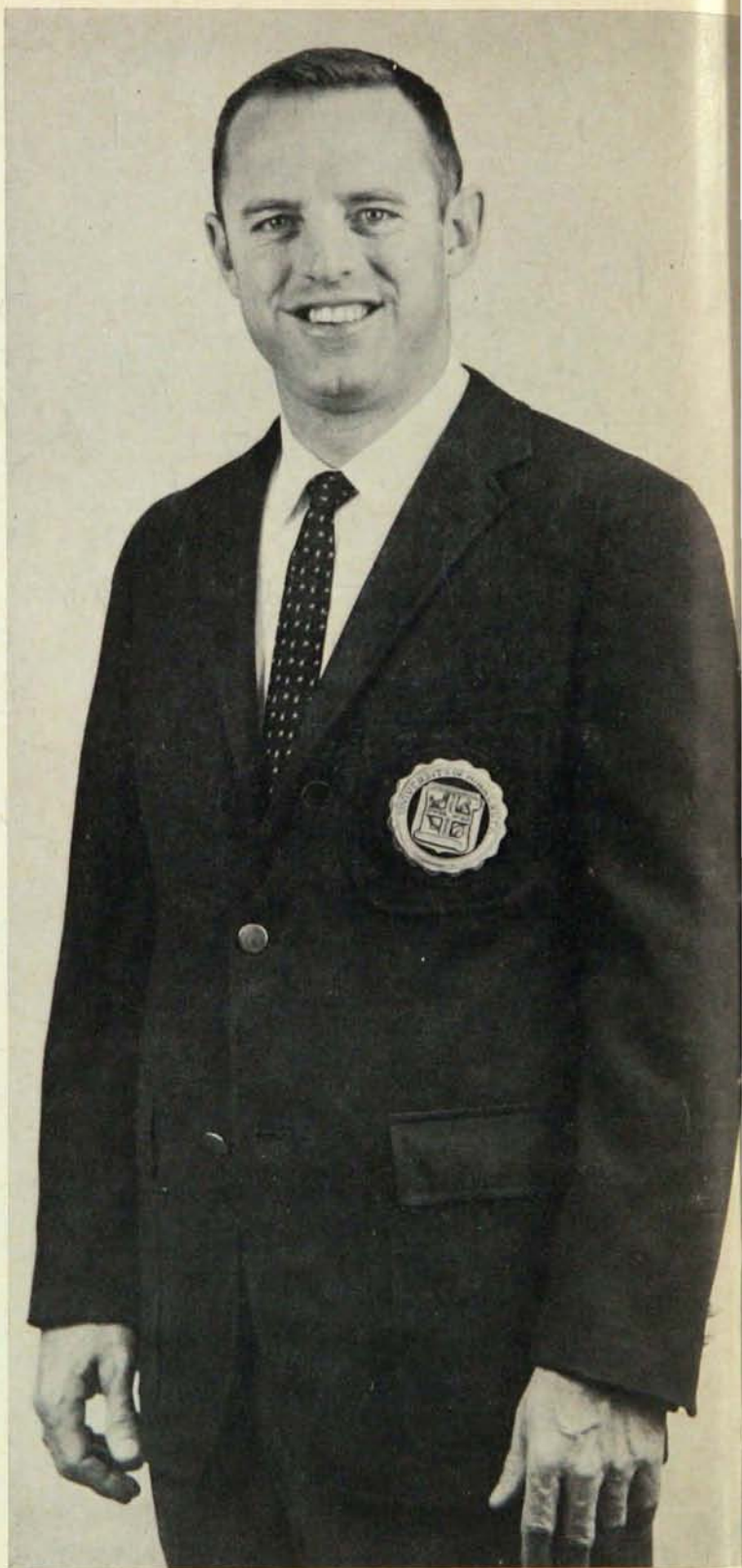
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