

Minn. Hist. Soc.

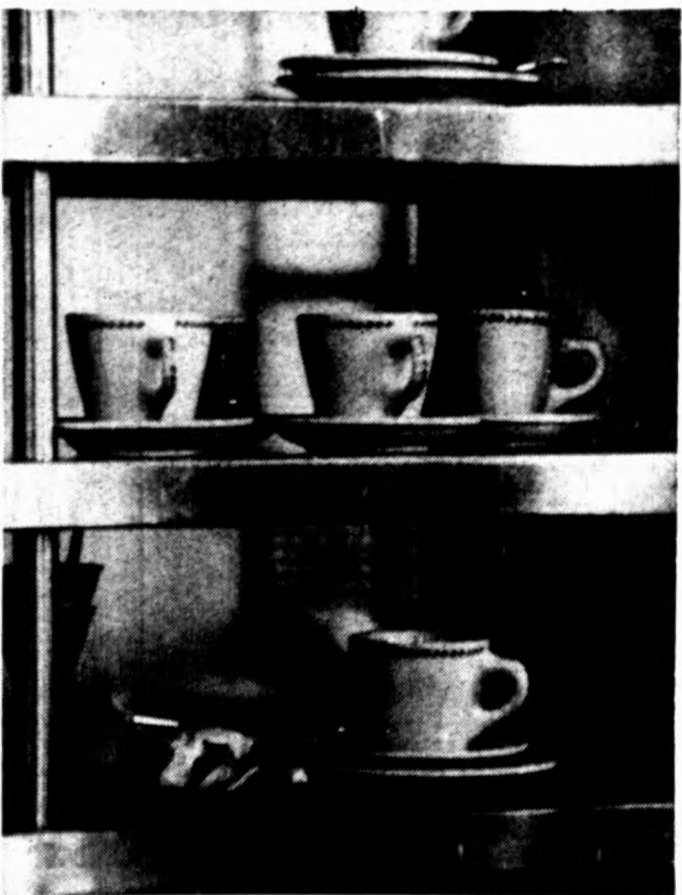
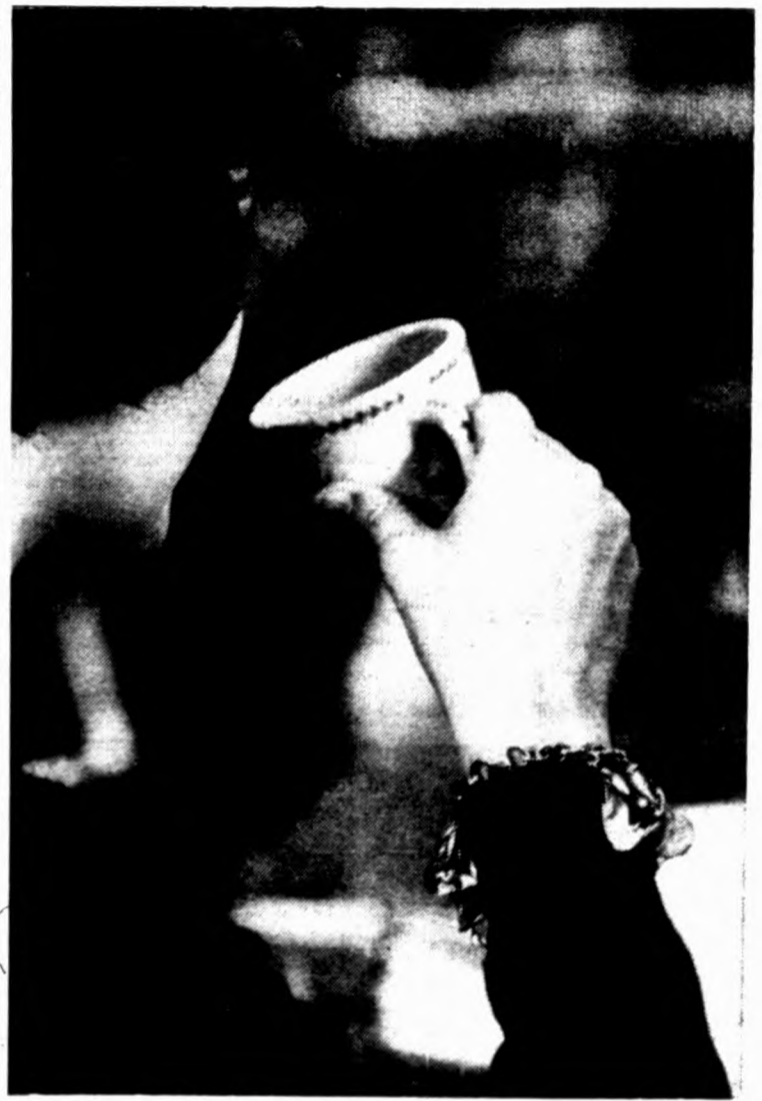
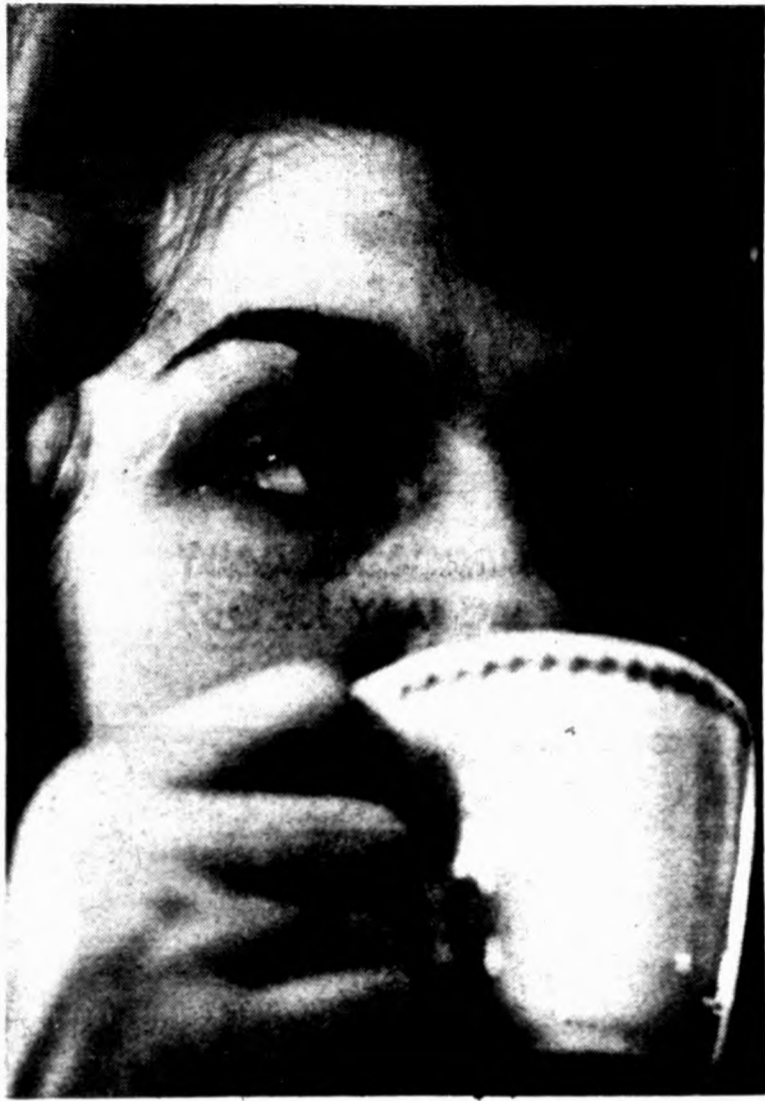
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Quarry Tower

MINNESOTA DAILY
JANUARY 15, 1962

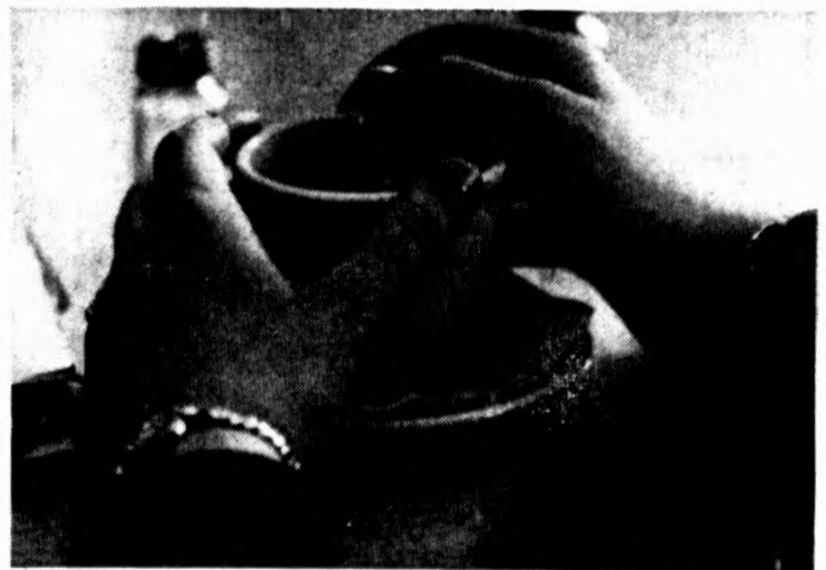
STATE HISTORICAL SOC.
ST PAUL, MINN.





Cover:

A coffee cup gets to meet a lot of people in the winter — especially when it's cold. Nancy Johnson, SLA freshman, is one of those people. The cup lives in the Union grill. This story is not by Tom Young who only took the pictures.



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Most of the Ivory Tower's features are staff-written, but we do welcome student contributions—essays, satire, short stories, news features and poetry. We pay 10 cents per column inch. All manuscripts become the property of the Ivory Tower and will not be returned unless accompanied by a stamped self-addressed envelope. Address all contributions to The Editors, Ivory Tower, 10 Murphy Hall.

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a Portfolio of Poetry

OF THE COED

She thinks that by
Bearing the rugged sweater
She's not awry;

That honeyed hair,
Combed to a Grecian bun, 's
Beyond compare.

She thinks the books
Cribbing into her bosom
Are not for looks,

Since ugly bears
Accompanied Grecian girls
To offset theirs.

O why should she
Forebear an Ur-some major—
To minor me?

— Robert Kent

TO A DORM ROOM

My friend, if familiarity breeds contempt,
Then you are despised.
For we know each other well, you and I;
Every motion and every sound,
You the kennel and I the hound.

— H.

ONE POET, ONE PLACE

Thundering Dylan came to New York,
He spoke no sounds of peppermint candy;
They blinked in the blasts of his sprouting words,
Like statesmen contemplating Ghandi.

He spoke in orange and ice and salt,
In a voice that drowned the chromium bellow;
Eating the song of the clay-voiced bard,
They heard the sun turn dying yellow.

His shining men sailed rotting streets
And shouted loud of their loves and fish,
From his living knife the dusts ran blood,
And the feeders found raw meat in dish.

He came with a load of bludgeon words,
And spewed them against the glassy walls;
Some glass fell, and the life went home
And fiercely died in their chloroform halls.

—Roger Bird



MINNESOTA'S MEN OF THE YEAR

This week's issue of the Tower is dominated by personality portraits of three distinguished Minnesota professors. Last fall, Mulford Q. Sibley, professor of political science and James L. Gibbs, assistant professor of anthropology, received the SLA alumni award for the outstanding teachers of the year. Too often, we think, good teachers are "forgotten men," and the Tower takes this opportunity to pay tribute to these fine instructors. As long as there are teachers like Sibley and Gibbs at Minnesota, there is much less danger of students losing contact with their professors — even if they are shut up in a tower on the new campus.

The third distinguished professor, Dr. Paul R. O'Connor, professor of chemistry, is one of the men who helped develop the most revolutionary source of power and destruction conceived in our lifetime — the atomic bomb. He explains how a scientist faces the challenges and responsibilities of his profession and the atomic age.



MULFORD Q. SIBLEY

A KNIGHT FOR LIBERALISM

By Kurt Kent

DR. MULFORD Q. SIBLEY, professor of political science, is working on two books, "Theory and Practices of Non-Violent Resistance," and "History of Political Ideas." These titles indicate two of his great interests, pacifism and education, and also his great capacity for work.

"I began questioning the war activity in fifth grade," the tall, thin professor said. The reading he did and the talk he heard then led him to doubt its value. "On both religious and political grounds war is a violation on all circumstances of the beliefs of all high religions. In obtaining the objectives it attempts to attain, defense of freedom and the others, it is more a liability than an asset. But religious and political objection are two facets of the same question."

Both the religious and political strains run deeply through Sibley's life. He is a Quaker and a member of the Regional Board of the American Friends Service Committee. He also belongs to the Fellowship of Reconciliation and the War Resisters League, two pacifist organizations, and is a member of the Socialist Party-Social Democratic Federation, and the American Civil Liberties Union.

"**A**CTUALLY, MY BELIEFS led me to the Friends, rather than the other way around," he said. "I've been a Friend only for the past five years."

Sibley's wife, Marjorie, is an assistant librarian at Augsburg College. His daughter, Muriel, is a junior at Scatterton High School, a Quaker school in West Branch, Iowa, and his son Martin is in the fifth grade at St. Paul's Groveland school.

He usually teaches introductory social science, medieval political thought, problems of democracy, a graduate seminar in the political thought of Aristotle and

St. Thomas Aquinas, and graduate American studies.

Some of his students feel his most distinctive quality as a teacher is that he continues to ask the fundamental questions, such as what human destiny is, when others don't. Sibley said many of these questions are implicit in what he teaches, but stressed that he tries to keep a balance between the fundamental and the technical, because both are necessary.

"**I** HAVE TENTATIVE answers, but not a final answer" to these questions, he said. "I'm always subjecting my own tentative answers to criticism. One of the things I like to do in my classes is to state a position vigorously and hope the students will attack it." In the first meeting of his undergraduate classes he invites the students to come up to his office "to argue."

"It seems to me all our beliefs go through a dialectical process. We have to stand someplace, but we must always be ready to question them," he said.

Sibley feels there is a final answer to these questions. "I think there is some objective kind of order in the world apart from what we think about it. But I hope I'm not arrogant enough to believe I have it."

"But, nevertheless, action, which is indispensable if one is to be a human being, requires a tentative order."

Sibley was born in Missouri, and grew up in Oklahoma. He first became interested in education while a junior in high school. "A couple of English teachers and a government teacher made a very deep impression on me. I was influenced first of all by their enthusiasm for the subject involved, secondly because of their knowledge of their subjects, which seemed to

me to be above the usual. There was a third consideration involved—these teachers also happened to be very interested in my development.

"**O**NE OF THESE TEACHERS was among the hardest I've had. His standards were very high. Because of this, he brought out the best in me."

Sibley took his BA at Central State College in Oklahoma, his MA at the University of Oklahoma, and his Ph.D. at the University of Minnesota. From 1938 to 1948 he was on the political science staff at the University of Illinois, and he has been here since then except for two years. In 1957-58 he was a visiting professor at Stanford and the next year he was on sabbatical leave.

Although he comes "from a medical family, "there were no pressures from his family to select any vocation, he said. "I considered medicine, law, business and so on, and in addition to the positive influence in teaching, I got the negative influence from the other professions. I suppose that's the way everyone chooses his profession, really."

With this lengthy consideration, political science was a late choice for Sibley. "My undergraduate major was in history, and I still find it very interesting, but I suppose I wanted to go beyond history and attempt to make generalizations which would hold for the entire world. That, plus the advice of a few teachers, led me to political science. And also, basically I tend to be a reformer. I felt that political science was perhaps the best field to study if one wanted to get at the basis of the problems of social order and disorder."

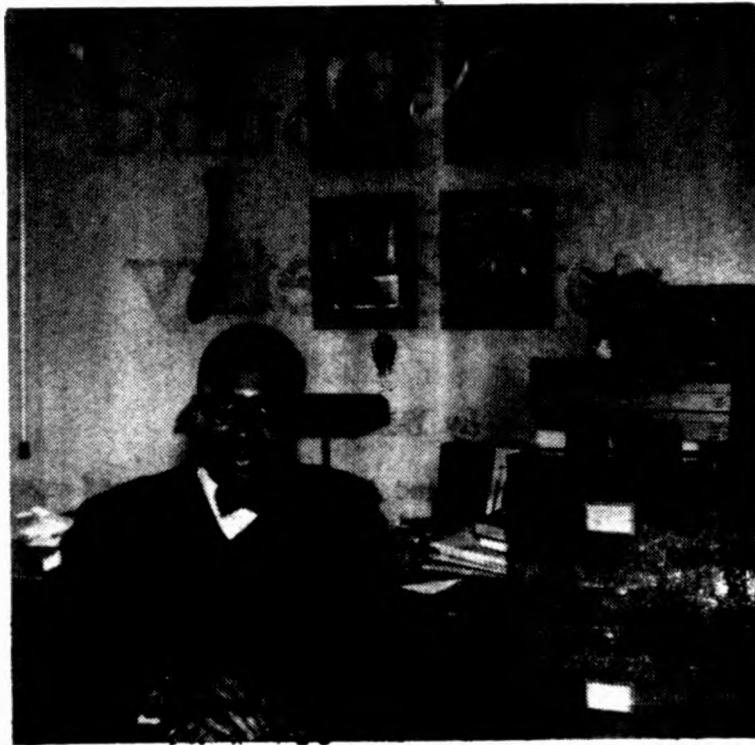
SIBLEY IS DEEPLY concerned with problems of education.

Continued on Page 14

AN ABSENT-MINDED PROFESSOR

JAMES L. GIBBS

By Alice Berkins



ONE GIRL, WHO has Prof. James Gibbs for Anthropology 2A, said, "He's great. He makes even easy material, stuff that could be really dull, come alive. I could listen to him for hours."

"He's the only professor I've ever had that's so friendly," another student said. "I'm just not used to professors who try to remember your name. Of course, this is the only anthro course I've had here. Golly! He smiles!"

"Wow!" a former student said. "He's great!"

That students appreciate Gibbs' teaching is evidenced, in part, by the distinguished teaching award he received this fall from the SLA Board.

And, if a statement he once made is any indication, Gibbs stands firmly with many of his students on at least one issue. "First hour classes ought to be abolished," he once said.

Those who have had Gibbs for class are usually quite vociferous in their appreciation of his way of presenting classroom material. His pleasant, relaxed way of giving material puts a class at ease. But he's rarely boring. And his students are far too busy writing to doze. "I try to talk to the A and B students," Gibbs says, and try to stimulate students rather than talking down to them. Students are able to grasp more than some teachers may think, he said.

GIBBS HAS BEEN teaching at the University for three years. Dr. E. Adamson Hoebel, professor and chairman of the Department of Anthropology, says that he first met Gibbs in the summer of 1956 at a National Science Social research meeting at Harvard Law School. "At the time, he impressed me as an outstanding student in anthropology," when he was an

advanced graduate student at Harvard.

Hoebel says he was impressed "with the insight and outstanding groundwork in anthropology and the study of human society" he displayed, as well as "his extraordinarily pleasant personality, and became convinced at that time that he had an outstanding career as an anthropologist ahead of him."

After Gibbs finished his residence work at Harvard, he got married and he and his wife left for two years of field work among the Kpelle, a tribe in Liberia. After he had returned and written his report, "Marital Instability and Judicial Processes Among the Kpelle," a position opened in the University Anthropology Department.

Since Gibbs is an Africanist, Hoebel says, it made him especially valuable to the University for two reasons: the Anthropology Department wants to maintain a balance among the culture areas of the world, and Africa has moved to the fore as a concern.

"WE WENT OUT TO get him," Hoebel said, and had to compete with Princeton, Northwestern and Purdue. "He's been a success in every respect," he said. "His professors at Harvard, who wrote his letters of recommendation, uniformly expressed the highest level of approval I've ever seen."

Gibbs has an enthusiasm for his material, and a respect for students as people that makes him an especially valuable and inspiring teacher.

"I see my job as giving the students a sort of map of the field," Gibbs says, that they can fill in for themselves with supplementary reading. In Gibbs' theory of teaching, a teacher should give main points and guidelines, and "I feel strongly about not repeating lectures and reading."

GIBBS SAYS he believes in essay examinations, even though they take more time to grade. Students study differently for an essay exam, he says, and work to learn principles, which will be remembered longer than disconnected facts would be. Although some argue that an objective exam can be as thorough as an essay exam if well prepared, Gibbs says he prefers putting the same time it would take to construct such an examination into grading an essay text.

Gibbs says his teaching style is a product of trying to avoid the error that bad professors made when he himself was an undergraduate. A professor, he says, should have some organization to the material he presents, but should put more emphasis into knowing his field well than in presentation method.

ONE OF THE PROBLEMS in teaching in a University as large as Minnesota, he says, is that a professor can't have as much contact with his students as he can on a residential campus. "I would be happier if I heard when students are dissatisfied," he said.

Prof. Gibbs and his wife, Jewell, have a son, Jeffery Taylor, who is nine months old.

Students on this campus are very friendly, he says, as are most persons in the Middle West. But they seem reluctant to tell an instructor their criticisms of a course.

"Above all," he says "you have to be yourself and follow out your own intellectual style." In anthropology, he says, "we can do a better job of teaching" with a grounding in field technique. Even simple comparisons between classroom material can become richer with examples

Continued on Page 14

The Sound of Poetry

by Beth Moller

ISABELLA GARDNER and Allen Tate will read and answer questions about their own poetry at the second Readers' Theater program this season.

Four programs have been scheduled for the 1961-62 season. The first, George Bernard Shaw's play, "Don Juan in Hell," was presented in October. David Jones, University fellow, directs the non-profit Readers' Theater.

In none of the programs will full-staging be attempted, Jones said. The purpose of the organization is not to present staged plays or readings, but rather to enable audiences to hear the kind of writing that "comes fully alive only when read aloud." Jones said he feels poetry, especially, should be read aloud.

Isabella Gardner, who has published two books of poems, was born in Boston in 1915. After studying acting at the Em-

bassy Theatre in London, she acted at the Festival Theatre in Cambridge, England, appeared in the Chicago and Broadway companies of "Blithe Spirit" and toured with Gloria Swanson and Francis Lederer. She also played numerous roles in summer stock. The two books she has published are "Birthdays From the Ocean" and "The Looking Glass."

A one time member of the "Fugitive Group" of Southern poets in the 1920's, Allen Tate is now the author of eighteen volumes of poetry, criticism and fiction. His latest books are "Collected Essays" and "Poems," both published in 1960. Since 1951 Tate has been a professor of English at the University. He has also been a visiting lecturer at the Universities of Leeds, Oxford and Rome. In 1956 Tate won the Bollingen Prize for Poetry and in 1961 the Brandeis University Medal Award for Poetry.

Miss Gardner will read the following poems: "Little Rock, Arkansas," "Fall in Massachusetts," "Nightmare," "The Widow's Yard," "On Looking in the Looking-Glass," "Of Flesh and Bone," "The Milkman," "Cock a'Hoop," "Sestina," "When a Warlock Dies" and "Writing Poetry."

Tate will read the following poems: "Emblems," "The Mediterranean," "The Traveller," "The Wolves," "The Eagle," "Last Days of Alice," "The Meaning of Life," "Shadow and Shade" and "The Swimmers."

The program will be presented at 8:30 p.m. in Heritage Hall of the Minneapolis Public Library on Thursday, Jan. 18.



ONE OF the youngest religious organizations on campus has its headquarters in a white, frame house at 1120 S.E. Fifth Ave. It is a non-denominational group, headed by a Princeton graduate who got his Th.D. at the Dallas Theological Seminary.

Its membership is ambiguous. According to Dr. Ted Martin, the local director, officers are usually nominated from the 60 or 70 students who attend the group's leadership training sessions. However, the 75 students who come to the "College Life" meetings at the house every Friday night, the foreign students who come to the international meetings and retreats, and the students who attend meetings at fraternities, sororities and dormitories must also be considered.

It is one of 50 such groups in the United States—all formed since 1951. The organization has also recently expanded to other countries.

Ray Nethery, who formed the group at the University four years ago, is now en route to Asia as a coordinator for groups in Korea, Pakistan and Japan, and to organize groups in Thailand, Burma, Australia, India and other countries.

The name of the organization is Campus Crusade for Christ. And, according to the Los Angeles Times, "No movement of our times is likely to have a healthier effect on the religious life of America."

The first meetings of Campus Crusade were held at fraternities and sororities at UCLA in 1951. William R. Bright, a student at Fuller Theological Seminary in Pasadena at the time, decided churches were giving skid row too much attention and college campuses too little. Campus Crusade was his answer to the problem.

"Often," Dr. Martin says, "students lack purpose and direction. There was something in the Harvard Crimson recently about students' paradoxical commitment to noncommitment . . . to the effect that students don't feel there is anything they


Continued on Page 12

A Crusade for Commitment

by Larry Pearson

Inside the Manhattan Project

by Kurt Kent



THE NUCLEAR BOMB HAS become a threat to the people of the entire world. The atomic bomb, first member of the nuclear arsenal, was developed by the United States during World War II.

Many of the men working on the Manhattan Project, official name for the development efforts, did not know their work was connected with the weapon. Many of the men who did know had serious misgivings about the use of the bomb.

Some of them expected it literally to disintegrate this planet.

One of the thousands of scientists working on the Manhattan Project was Dr. Paul R. O'Connor, chemistry professor. When approached with an offer to work on a secret government project, early in 1944, he was a graduate student in chemistry at the University of Wisconsin.

O'Connor decided to join the project. "We knew nothing about it prior to signing up, except some second-hand guessing," he said in a recent interview.

Transportation was furnished to the University of Chicago, where he was to work. The chemists he was working with were among the few people who knew the purpose of the Project, and even they didn't know what was happening in other phases. We found out what these phases were on Day One, he said, after accepting the position and passing an intense security check.

His section was informed since it was working on one of the vital aspects of the Project, the chemistry of a new element, plutonium. The group was told about the discovery of plutonium and its properties immediately after the security check.

ONE OF THE GROUPS which wasn't told what use was going to be made of its work was composed of the physicists who developed special periscopes. They didn't find out until the war was over that their inventions were needed for working radioactive materials by remote control.

While at Chicago, O'Connor often traveled to Milwaukee, his home town, on weekends. The trains usually were crowded with servicemen on passes. "I was fairly young at the time, had not been drafted, and this was an awkward position to be in—a healthy young boy, not in uniform." He wasn't allowed to say anything about what he was doing, but had to answer all inquiries by saying he was "a graduate student at the University of Chicago."

At this, he was luckier than many of the people working on the Project. "When someone went to Los Alamos, New Mex-

ico, (where the bomb was constructed) you just didn't hear anything of him again," O'Connor said. "He could go to the mountains to ski, or into the desert on picnics, but to the outside world he just disappeared."

One group working on the chemistry of plutonium was stationed at Hanford, Wash., and O'Connor's group was stationed at the University of Chicago. At Hanford chemists were attempting to make pure plutonium, which was then believed necessary for an atomic bomb. Properties of the new element were being tested at Chicago. Neither group had a direct connection with the scientists at Los Alamos. "We didn't know until the war was over that the bomb had been tested in New Mexico," O'Connor said.

IN THE SUMMER OF 1944 there was an extensive rearrangement of personnel which the men at Chicago didn't understand at first. Then they learned a new isotope of plutonium had been discovered which "put a whole new complexion on the problem."

"They discovered plutonium 240 spontaneously makes impurities, so the high purity program was scrapped," O'Connor said.

"This made some of us realize that maybe an atomic bomb couldn't be made. From a certain standpoint, this might have been a better scientific result than if we had been able to develop one," he said. This was about the time the younger scientists at Chicago started to talk about the moral aspects of the bomb.

During the next year, until the explosion of Hiroshima, more and more of the scientists began to discuss the bomb. They were especially concerned about how the information on its development should be released, and if it should be used directly on the Japanese people, or first revealed to the enemy through a test under truce.

None of them knew, however, how far work had progressed on the bomb. None of them knew of the test conducted on the morning of July 16, 1945, when a huge red-orange fireball rose over the New Mexico desert near Los Alamos, marking the explosion of the first nuclear weapon.

"FRANKLY, THERE WERE enough unknowns then so that they couldn't say, 'This is going to happen and this isn't,'" O'Connor said. "Presumably, Oppenheimer (Dr. J. Robert, director at Los Alamos) and some others directly connected with Los Alamos made bets on whether the bomb would

Continued on Page 13

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NOEL COWARD established himself as a successful playwright at the age of 18. Since then he has astonished the entire western hemisphere with his prolific accomplishments as actor, composer, wit and man of letters. Included in his recent catalog of credits are—one of the leading

*To Step Aside, by Noel Coward
Popular Library, 50c*

roles in the motion picture, "Our Man In Havana;" his autobiography, "Present Indicative;" two Broadway comedies, "Nude With Violin" and "Look After Lulu;" a musical, "Sail Away," which opened several months ago in New York to rave reviews; and his first novel, "Pomp and Circumstance," which has enjoyed similar critical and popular acclaim. In 1939, he published a collection of short stories

titled "To Step Aside," which has been re-issued this year by the Popular Library because of the success of his novel.

Included in this delightful collection of seven stories which range from brilliant to very good, is a cross-section of the usual parade of Coward characters; actors, socialites, world travellers and authors. All are stamped with the inimitable Coward wit and the sophisticated craftsmanship which have become his trademark. The stories run the gamut from gentle pathos in "Traveller's Joy" to a scathing satire of the American social set in "What Mad Pursuit." And while each of the stories is complete in itself, collectively "To Step Aside" levels a caustic broadside at contemporary life.

COWARD IS MOST successful when he deals with the leisure class as can be seen from an examination of "What Mad Pursuit," which is undoubtedly the best story in the lot, and certainly the most characteristic of his finest work.

The story is developed from the point of view of Evan Lorrimer, a successful and somewhat priggish British historical novelist who makes his first trip to America on a lecture tour to promote his latest novel. Being British, middle-aged and self-disciplined, Lorrimer is naturally somewhat naive about the machinations of the idle American rich, and when he is invited to spend a "quiet weekend in the country" before his New York lecture, he readily accepts, being assured by his hostess that they will lead the "simple life" for a few days. (He doesn't even have to bring his dinner clothes.)

Naturally, what develops is an alcoholic adaptation of the Mad-Hatters tea party, which rushes furiously toward an orgiastic conclusion. During the course of the weekend, Coward introduces the maddest array of misfits ever collected between the

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**THE LIBERAL ARTS PROGRAM OF THE
GENERAL EXTENSION DIVISION**

covers of a book. The guest list is indeed worthy of Jay Gatsby, since Coward's talent for comic names surpasses even Fitzgerald's.

FROM NEW YORK THERE is Oswald Roach, who sings bawdy songs in fashionable saloons, and a theatrical agent named Otis Meer. From Hollywood, there are Mr. and Mrs. Hockbridge, who write screen plays ("Mr. Hockbridge was a plump bald man in the early forties, while his wife was much younger, possibly not more than 25, with enormous wide blue eyes and platinum blond hair done in the style of Joan of Arc."), and a "clear-eyed Olympian" actor named Don Lucas ("... had just completed one picture 'The Loves of Cardinal Richelieu,' and was going back to Hollywood on Thursday to start another which was to be called 'Tumult,' and was based on Tolstoi's 'War and Peace.' The Hockbridges were writing it. . ."). The Connecticut contingency included the Hughes-Hitchcocks, the Group-er Wendermans, Dwight Macadoo and a host of others.

This "quiet weekend" naturally proves too much for Lorrimer, whose chief excitement in the past had come from "being taken, at the age of 15, to the Musee Grevin by Marcel Proust." He sneaks away after 18 alcoholic hours, only to be picked up, while hitchhiking, by a truck driver who "talked freely about his home and domestic affairs with an accent that Evan found . . . extremely difficult to understand."

THE STORY CONCLUDES with Lorrimer returning to his hotel and finding an invitation from Irma Weinkopf in Chicago to spend a "quiet weekend" with her when he visits there.

Coward is equipped with an enviable formula for success in these stories, since he combines a playwright's flair for dialog with a novelist's flair for description. Beyond this there is a readily distinguishable influence of Katharine Mansfield and Somerset Maugham in some of Coward's stories. And while he may lack Miss Mansfield's sensitive psychological penetration and Maugham's ironical detachment, he nevertheless imparts his own brand of irony and sensitivity to his characters and situations, giving them a very real life of their own.

In addition, the directness and simplicity of his prose style in the more serious stories provides a refreshing change from the steady diet of inverted psychological soul-searching which is served to the modern reader. It is indeed this serious element coupled with his brilliant exposition of sham, avarice and stupidity in contemporary society which makes "To Step Ahead" a superlative collection of short stories.

— Wayne Thell

Monday, January 15, 1962



this week at your union

Jan. 15-19

monday

Noon program — movies & speaker sponsored by March of Dimes, 11:30-1:30, Main Ballroom
Men's Bowling Team Roll-offs, 8:30-5:30, Bowling Lanes

tuesday

Sports Spectacular, 11:30-1:30, Main Ballroom
(For details, call Diane McCleary, ext. 7185)
Men's Bowling Team Roll-offs, 8:30-5:30, Bowling Lanes

wednesday

Kaffee Konzert, 11:30-1:30, Main Ballroom
Dance Instruction 6:30-8:30, Main Ballroom
Single Swing, 8:30-11:30, Main Ballroom
Men's Bowling Team Roll-offs, 8:30-5:30, Bowling Lanes

thursday

Noon program — Films, 11:30-1:30, Main Ballroom
Men's Bowling Team Roll-offs, 8:30-5:30, Bowling Lanes

friday

Noon program—Films, 11:30-1:30, Main Ballroom
Co-Rec Night, 7:00-9:30, Cooke Hall and Williams Arena
Square Dance, 8:00-11:00, Cafeteria
Roaring Twenties Dance with Dick Perry Orchestra,
9:00-1:00, Main Ballroom
Men's Bowling Team Roll-offs, 8:30-5:30, Bowling Lanes

UBOG

Crusade . . .

Continued from Page 8

can commit themselves to. They have no real drive, which is one reason why there is such an appeal in Communism — it's going somewhere while we are not committed to anything.

"Students have a terrific influence on the world." That, he says, is one of the reasons why Campus Crusade is so important.

Speakers for Campus Crusade include students, professors and people such as Rafer Johnson, who spoke at the University last year, and Dave Benson who was on campus last week.

Benson is in charge of Campus Crusade broadcasts to Russia. He has been in Russia six times, independently and under State Department auspices.

His broadcasts are different from other Campus Crusade activities in that they are not aimed solely at the students in the radio audience. Although the Russian broadcast is the only one Campus Crusade is currently sponsoring, it is planning to begin broadcasts in other languages also.

Campus Crusade has grown so rapidly because students are very interested in the claims of Christ, Dr. Martin says.

"Basically people feel a vacuum and a realization of their inadequacy as individuals.

"For instance, Pascal (a French philosopher) said, 'There is a God-shaped vacuum in the heart of each man which can not be satisfied by any created thing but only by God the creator made known through Jesus Christ.'

"Some people try to fill that vacuum with pleasure and a good time, but they find that after they have had their good time, there is still something missing, and they are interested in knowing what that something is. Some people have even tried filling the vacuum with religion.

"But you can have all the externals without knowing Christ. A student from the Middle East at an international group meeting said, 'The world needs one religion. It's not Christianity, it's Jesus Christ.'"



CORRECTION!

In reference to the story on housing discrimination in last week's Ivory Tower, the Regent's discrimination policy does *not* distinguish those students under 21 and those over 21. The Office of the Dean of Students has the authority in the case of proven discrimination to require students of all ages to move.

Boy, I never thought I'd live through that one!



Project . . .

Continued from Page 9

go off or not, or whether it would set off a chain reaction in the atmosphere."

After the war the old doubts were raised again with the first tests over the Pacific. All previous explosions had been over land. Now many scientists feared the hydrogen in the ocean might react, blowing the earth to little pieces. Luckily. . .

O'CONNOR SAID THE scientists at Chicago would have used the weapon differently from the U. S. government.

"In general, the feeling was that if the bomb proved successful it should not be used, but some type of moratorium should be declared, and the Germans and Japanese should be invited to witness a test. In effect, we felt they should be threatened with the use of the bomb."

O'Connor was home on vacation when the bomb was used at Hiroshima. "I was in a somewhat awkward position," he said. "I didn't feel I should discuss it with my family or anyone else."

Soon the Smyth Report came out, giving a history of the Manhattan Project and declassifying some information.

The Federation of Atomic Scientists was established to present the viewpoint of the men who had worked on the project. It published the Bulletin of Atomic Scientists, a magazine with such distinguished men as Leo Szilard and Eugene Rabinowitch on the editorial board.

"A VERY LARGE NUMBER of scientists felt this information should be declassified," O'Connor said. "The argument centered about the Russians. From a scientific standpoint, the important secret was already out once the bomb was exploded, since other people would immediately set out to duplicate it."

However information on a new weapon spreads, scientists still have to decide, as human beings, whether they can work on such a project. "As far as I know, no one who learned what he was doing left the project, whether he agreed with the moral principle or not," O'Connor said.

"Whether one works on this sort of thing is an individual decision," he said. "Some people will decide that they cannot. From a scientific standpoint, they have to realize that this thing must be worked on, and that if they don't work on it, other countries, perhaps unfriendly, will work on it."

But what is a scientist to do if a weapon he has worked on turns out to be a threat to the very future of life? What if it works, even if he hoped he might prove it wouldn't, and couldn't? And what if it is used, when he hoped never to see a man die by it?

"WE HAVE TO REALIZE that the scientist has two areas of opera-

tion," O'Connor said. "One is in the field of science. Here there can be no restriction upon his work, and in particular there can be no restriction as to what his work may lead to, later."

"But this is a real world, and as a consequence there is a real area of responsibility in connection with the results."

"The scientist has a responsibility to educate other citizens in these matters and also to influence other citizens, in view of his special knowledge. I should hope this would apply to all citizens."

In expression of personal opinion, however, one must realize that "very well-qualified scientists have been on opposite sides of the fence," O'Connor said. Probably the best-known disagreement of this sort is the one between Linus Pauling and Edward Teller, over the dangers of fallout. While scientific questions can be tested, "scientists do not always agree on public issues," he said.

No matter how much they disagree,

"scientists must lobby to present their particular points of view," O'Connor said. The use of the weapons is up to politicians, not to the scientists who developed them. But, he said, scientists as human beings must make their feelings known to the governments for which they work, as well as to the people who will be ultimately affected.

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Gibbs . . .

Continued from Page 7

drawn from the teacher's own experience. Teaching anthropology, he said, has a sort of intrinsic appeal in this way, because it's both exotic and has applications to everyday life.

One thing Prof. Hoebel pointed out in regard to Gibbs, who took his undergraduate training at Cornell, was that "aside from classroom effectiveness," he is gen-

erous with the time he makes available to students for consultation. His relaxed, friendly air in and out of the classroom make him popular for such things too.

And one never has an interview with Gibbs. You chat. As I was leaving, notes tucked under my arm, he suddenly looked down and grinned, pointing at his socks—one brown and one green. "I'll have to talk to my wife about that," he said. "I wondered why everyone was looking at my feet today."



A Knight . . .

Continued from Page 6

"Communication—meeting every student at his own level"—is one of the most vexing problems. "This is always a puzzle to me," he said. "I feel I'm always experimenting with this and never quite succeeding."

Large classes are one of the biggest educational problems in Sibley's eyes. "I'm very much against large classes. It seems to me the ideal relation is where the instructor can know the student as a human being. While for budgetary reasons we may have to accept large classes, I don't think we should accept them in principle. It's a sort of passive learning process."

He feels large lectures by men distinguished in their fields are valuable, but that with them go discussion with the professors and assigned papers.

"It just seems to me that we're not serious about education when we defend large classes as a major part of the educational process. If so, the student is being short-changed."

HE RAN HIS FINGERS through his sparse, brown hair and rubbed his eyes for a moment. "One of the main problems I've found among students at Minnesota is not lack of ability but lack of motivation," he said. "I think there is a tremendous amount of talent lost. You don't get this motivation in large classes. But in small classes students can reinforce each other. Also, you can have the teacher to student relationship of friend to friend."

He paused and pondered, then said, "This is pretty controversial, but I think an ideal educational system would involve students not only studying together but also living together. You can't isolate classroom living from living outside the classroom. In some institutions we seem to have a kind of cafeteria system of learning, where students get in line to pick out a little piece of learning, from all the great variety offered."

Sibley follows his convictions about being accessible to students. In addition to inviting his students up to argue, he is faculty adviser to several student organizations. Among these are the Student Peace Union, the Socialist Club, the Student Service Committee, the Sikh Student Circle and the Fair Play for Cuba Committee.

He was a Rockefeller Fellow on political philosophy in 1959-60. In 1953 he won \$500 from the Franklin Roosevelt Foundation for his book "Conscription of Conscience," written with Philip Jacob, on conscientious objectors in World War II.



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Official Daily Bulletin

Vol. 63 Monday, January 15, 1962 No. 78

MEMBERS IN THE STATE EMPLOYEES RETIREMENT ASSOCIATION

● **Election of Candidates to Board of Trustees**
Ballots for election of two candidates to the Board of Trustees of the State Employees Retirement Association (SERA) will go to each SERA Member on the University's payroll.

SERA numbers on the regular payroll will receive their ballots on Monday, January 15. SERA members on the miscellaneous payrolls received their ballots on Wednesday, January 10. Each member is urged to exercise his right to vote.

The completed ballot can be placed in the campus mail not later than January 26. Postage will not be necessary from the Minneapolis and St. Paul Campuses.

● **BA 24, 25, 26 Exam to Remove Incompletes**
The examination to remove incompletes in BA 24, 25, 26, will be given in Room 301 3:30-5:30 P.M. Wednesday, Jan. 17.

● **History Makeup Examination**
History makeup final examinations for fall quarter will be held on Saturday, Jan. 20, between 10 a.m. and 12 noon in rooms 115 and 120 Ford Hall.

● **Physics Makeup Examination**
The makeup exam for students who received an Incomplete in a physics course fall quarter, 1961, (Physics 1-14) will be given Saturday, January 20, from 9:00-12:00 a.m. in Room 150 Physics. Those planning to take this makeup exam must register in Room 148 Physics by noon, Wednesday, January 17, 1962. Students must make certain they have presented an excuse to their instructor before registering for this makeup exam.

● **Students in Psychology 156 and 160**
Psychology 156 (Psychology of Advertising) and Psychology 160 (Psychology in Personnel Work) lectures will begin Wednesday, January 17.

● **Music Makeup Examination**
Makeup final for Fall quarter, 1961 Music 31, will be Saturday, January 20, 1962 at 10:00 a.m. in 214 Scott Hall.

● **Anthropology Makeup Examinations**
Makeup final examinations for all anthropology courses will be held Thursday, January 18 at 3:30 to 5:30 P.M., in Ford Hall 285. Students who wish to take makeup examinations must register in the anthropology office, 325 Ford Hall, by Tuesday, January 16.

● **Economics I Makeup Examination**
Makeup final examination for Economics I will be held on Wednesday, January 17, 1962 from 3:30-5:30 p.m. in 301 VH.

● **Sociology Examination to Remove Incompletes**
Examinations for the removal of Incompletes in all sociology courses are scheduled for Friday, January 19 at 3:00 P.M. in Ford Hall 30. Students who expect to take an examination must register with the departmental secretary in room 400 ForH on or before Wednesday, January 17.

● **Mathematics Makeup Examination**
Makeup examinations for Incompletes in courses in the Department of Mathematics, SLA will be given on Thursday, January 18, 1:30 p.m. in Room 5, Architecture. To take a makeup examination in such a course, a student must sign up in Folwell Hall 119 by Monday, January 15, and must have previously arranged with his instructor to make up this Incomplete. Students who are not registered or who have not made arrangements with their instructors will not be allowed to take the examination.

● **Makeup Examinations in Humanities**
Full quarter makeup examinations in all Humanities courses will be given Saturday, Jan. 20, TNM from 9:30-11:30. Students with Incompletes are to register with Mrs. Fitch in 212 TNM by January 18.

● **Colloquium**
Today, 3:30 p.m.
Patrick Billingsley,
Department of Statistics
University of Chicago, will speak on
"Statistical inference for Markov Processes."
126 Johnston Hall.

● **Phi Zeta Annual Lecture**
Today, 8 p.m.
Dr. James H. Steele, Chief
Veterinary Public Health
Communicable Disease Center
Atlanta, Georgia will speak. His subject is
"Veterinary Medicine and the Changing World."
Room 15, Dairy Industries Building, St. Paul
Campus Public Invited.

● **Seminar**
Today, 4 p.m.
"Institutional Arrangements in Agricultural
Marketing"
Harold Breimyer
Economic Consultant to the Administrator of
AMS, USDA
Room 210, Haecker Hall

Tuesday, January 16, 8 p.m.
"Soviet Agriculture—Problems and Prospects"
Dr. Lazar Volin
Chief of Eastern European Branch of AMS,
USDA
Room 100, Haecker Hall

ALL GRADUATE STUDENTS AND ADVISERS

● **Master's degree candidates in Educational Psychology**

The winter quarter comprehensive examinations (essay) for Master's degree candidates with a major in educational psychology are scheduled for

Saturday, January 27, 8:30 to 12:00, Nicholson 107

Candidates for the M.A. degree who expect to take these examinations should sign up on the bulletin board outside of 206 Burton Hall by Wednesday, January 24.

● **Comprehensive Examinations**

The comprehensive examinations for graduate students majoring in:

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will be given on Wednesday, January 31 and Thursday, February 1, from 1:30 to 5:30 p.m. in Westbrook Hall 101. All graduate students planning to receive the Master's degree in the above areas should sign up for these comprehensive examinations on the bulletin board outside of 206 Burton Hall by Monday, January 29.

● **Comprehensive Examinations for Graduate Students in Elementary Education**
Graduate students who are completing a major in curriculum and instruction with an emphasis in elementary education and are now ready for the comprehensive examinations in this field should report at the following times:

Wednesday, January 31, 1:30-5:30, Westbrook Hall 101
Thursday, February 1, 1:30-5:30, Westbrook Hall 101

All of those who expect to take these comprehensive examinations on January 31 and February 1 should sign up on the bulletin board outside of 206 Burton Hall by January 29. The examinations on January 31 will cover Supervision, Curriculum, and Reading; the examinations on February 1 will cover Arithmetic, Social Studies, and English.

● **Preliminary Written Examination for Ph.D.**

Candidates in Educational Psychology

The preliminary written examinations for doctoral majors and minors in Educational Psychology will be scheduled for a three day period, January 25-26-27 from 8:30 a.m. to 12:00 and from 1:00 p.m. to 4:00 p.m. each day. Students expecting to take these examinations should check with their advisers. The schedule is as follows:

Statistics: 8:30 a.m., Thursday, January 25, TNM 114
Learning: 1:00 p.m., Thursday, January 25, TNM 114
Personality: 8:30 a.m., Friday, January 26, Ford 349-59
Child Development: 1:00 p.m., Friday, January 26, Ford 349-59
Special Area Examinations
8:30 a.m., Saturday, January 27, Ford 349-59 and
1:00 p.m., Saturday, January 27, Ford 349-59

● **Written Examinations for Graduate Students in History**

The Winter quarter written examinations for M.A. (Plan A History Majors) and Ph.D. (History Majors and History Minors) candidates will be scheduled for the period of February 1 and 2 and February 5-9. Graduate students planning to

take the examinations should report to the History Department secretary (Mrs. Sorsoleil) by January 16 in 200 Ford Hall.

● **Written Examinations for Ph.D. Candidates Minor in Mathematics and Master's Candidates Majoring in Mathematics**

The written examination for Ph.D. candidates minoring in mathematics will be given on Thursday, February 15, 1962, from 1:00-5:00 p.m. in Room 201, Westbrook Hall. The written examinations for M.A. and M.S. candidates majoring in mathematics will be given on Thursday and Friday, January 15 and 16, from 1:00-5:00 p.m. in 201 Westbrook. All students intending to take these examinations should register with Professor D. A. Storvick in 121 Folwell Hall by Monday, February 5, 1962.

● **ALL FOREIGN EXCHANGE STAFF MEMBERS**

● **Exclusion from U. S. Social Security Program**
Effective January 1, 1962, foreign exchange visitors are excluded from the United States Social Security program. Non-citizen staff members currently having Social Security deductions taken from their University pay checks and are classified as foreign exchange visitors should contact the University's Office of Insurance and Retirement for clarification of their participation in the Social Security program.

WANT ADS

bulletin board of the campus

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