



in **4**  
sections

NOVEMBER-DECEMBER 1970

**MISSOURI ALUMNUS**



# WHAT IS

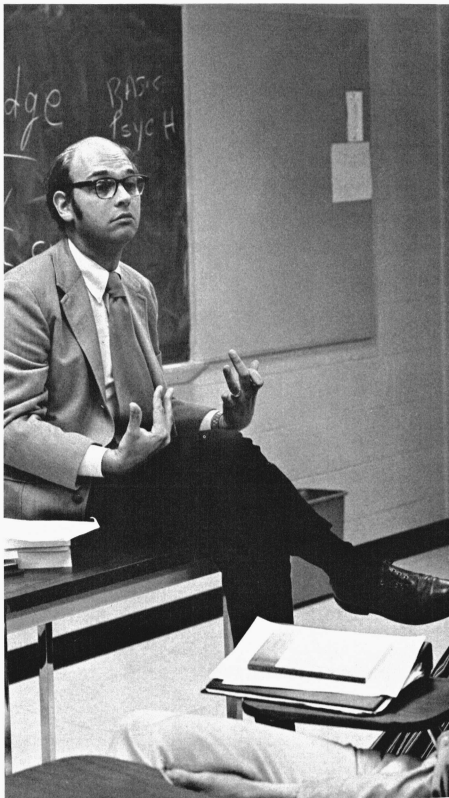
**Tom McAfee** — professor of English, alumnus (AB '49, MA '50), poet, novelist, and lately cartoonist—really isn't anti-women (See "Alumnae Cocktail Party," pages 18 and 19). It's just that Tom can't draw men in his Thurber-like style. So if there are any women's lib types among our readers, Tom's work is meant to be a friendly spoof. He really likes all Ol' Mizzou alumni. After all, he's one of them.

The cartoon caption dealing with Christmas trees might need some explanation, for those readers who weren't on campus in December 1948. The *Missouri Alumnus* of January 1949 told the story this way:

"Chanting, 'we want Freddy,' a mob of about 2000 yelling, singing students swarmed over the campus December 9 to demand an extension of the Christmas holidays.

"... the mob marched on the home of President Frederick A. Middlebush, stormed the office of vice-president Thomas A. Brady, sang songs and cheered in the lobby of Jesse Hall, and set fire to a Christmas tree which they had dragged from Jesse Hall."

The demonstration was to no avail, however: No extension of the holidays was granted. — S.S.



## MISSOURI ALUMNUS

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NOVEMBER-DECEMBER 1970

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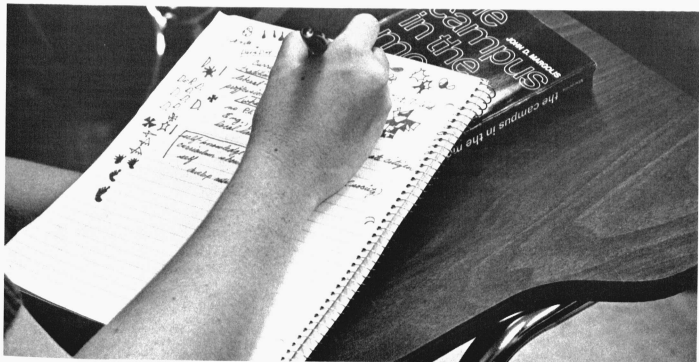
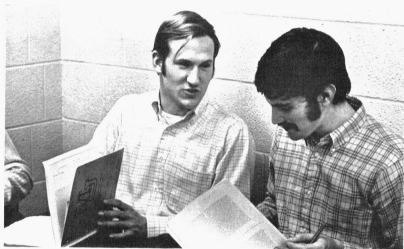
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# A UNIVERSITY?

By Christine Frisoe

So what is the university REALLY supposed to do? Is it enough if the system prepares one for a career? Or must it strive to expand the mind, to broaden one's outlook on the traditions and philosophies of man through the ages? Can it do both?

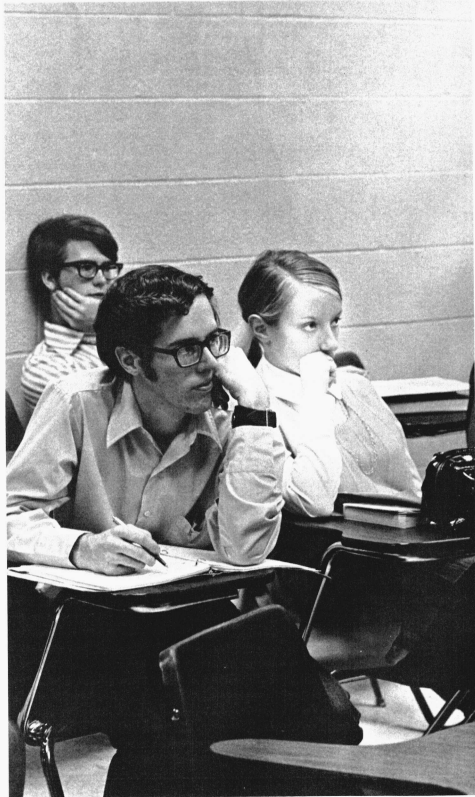
Dr. William Bondeson, left, director of the Honors College, talks to students about the structure of the university. At right, two undergraduate teaching assistants — Bob Shamberger, left, and Kevin Northcraft — discuss lesson plan.



# WHAT IS A UNIVER



**“Most students are here to get a degree and a job. But about 25% are concerned with the nature of the university.”**



# UNIVERSITY? WHAT IS

These are questions 40 University of Missouri-Columbia undergraduate students are grappling with these days in a newly-offered course, introduction to the university. They are trying to understand the functions of the university — this one and all others — and to make themselves aware of the varied roles it can and should play.

“A great majority of the students on the Columbia campus are here simply and solely to get a degree and a job,” Dr. William Bondeson, the director of the Honors College who is teaching the course, says. “They are professionally oriented, educationally oriented, and they really don’t care much about the university per se. But approximately 25 per cent are concerned with the nature of the university, with the nature of education. They care where it may be going. Some are intrigued enough that they are trying to discuss this and draw some conclusions.”

Those 25 per cent, Bondeson says, are a mixture of students, representing the cross-section of political beliefs and social backgrounds on campus. They are striving to see some direction the university may be taking in a period of great flux.

Glenn Morrison, one of six undergraduate students selected as research and teaching assistants for the Honors College course, sees the course this way:

“People drop out of school all the time, right? They complain about language and other requirements. So we’re trying to give students another view of the university, something other than solely a place of requirements.”

The students may be learning just that. In 90-minute classes two afternoons a week, the students rap in what Bondeson terms a hearty discussion. Topics, selected by the teaching staff, range from the historical origins of the university to student unrest, from the relationship of the university to society to academic freedom and tenure.

Complementing the sharing-of-ideas sessions are speakers, including University President John C. Weaver, who will discuss the relationship of the University to society, educational consultant and former president of Sarah Lawrence College Harold Taylor, former president of the California higher education system Clark Kerr, and Stanford University professor Lewis Mayhew.

They are discussing the relationship of the University to governments, minority groups, other universities and its own student bodies. And, Bondeson says, they are fielding questions from the students,

who are reading from the wide variety of literature available on higher educational systems.

Each of the undergraduate assistants will teach one section of the course. Sections were assigned last semester, and the six researched their areas during the summer.

“This is partly an experiment,” Bondeson says, “to see if undergraduates can be used as teachers.”

One major area of concern is the university curriculum.

“Just what kind of beliefs should we come out of college with?” sophomore Dan Booth asked recently of the class. “What kind of curriculum should we really have?”

“The ideal curriculum,” one student says, “is no curriculum at all. No requirements. I think anybody would be happier if he could study what he wants to.”

No curriculum also is important to Linda Wetzel, a sophomore honors student. “Picking and choosing courses, that’s what undergraduate education should be all about,” she says.

Not everyone thinks so, however. One student said people would be frightened if all areas were open to them. As a result, they would take only the courses they already had some familiarity with. And that would just make them more one-sided.

Some of the students agree with Bondeson, who sees the value of requirements. He agrees they might be revamped, often up-dated, but he says they are needed.

“It seems nonsense, catastrophic, to have people ignorant about the problems of the environment, of the political systems—how they work and how they can be changed—of how to express themselves—both verbally and on paper—of the problems that have bugged man from time immemorial and of the non-Western traditions.”

Most of the students, whether they advocate free or structured curriculums, do appear to think in similar veins. While they become fervently involved in their discussions, they look beyond to immediate problems they see at Missouri. They look to economic problems, organizational problems, and space limitations. The classroom they seem to see as a forum for airing grievances and discussing problems. But they also use it as a means to try to formulate solutions.

If they believe change is the solution they look

# A UNIVERSITY?

to change throughout the entire system; they do not demand immediate change and improvement.

"Much of the work we do as undergraduates is because we have not had the training in the earlier educational system," says Dan Booth. "So, if we ever want to talk about revamping college education, we will have to go on down the line."

"The most important thing for us to do," Mason McDonald, a sophomore from St. Louis says, "is to develop sensibility and not just knowledge. It is quite possible under this system to produce someone able to spew out all the facts, but who doesn't really understand what's going on around him."

The student who follows a prescribed pattern of courses, McDonald says, runs somewhat like a machine.

"So many of the students at this University feel trapped. Their only reward is a magical job. So many people here are not ready to be here; they should have more social mobility to come and go. Everything is so programmed for them.

"I see so many people taking courses they don't want and so they just work to pass tests. Unless they are ripe, ready to take a course, they won't get anything out of it. That's where the requirement system falls short."

The programmed student, McDonald and his peers believe, would gain a lot more as an undergraduate university student if he could select his courses and will and attack them when he believes he is ready and interested.

These students, however, are not seeking an easy out. They are searching for more meaningful education, not less education. They say they want to throw away some of the restrictions only to help everyone learn more.

While they don't always agree among themselves, each of the students has some ideas of what he should gain from the university, any university. And each, as he becomes more passionate in his discussions of the rules and the needs of the university, slows down to ask, "But how, how can we create the ideal educational environment?"

Help people learn to keep their defenses down, Bert Minken, a heavy set, T-shirted and bearded student says. Then they won't be worrying as much about their clothes being proper and their speech being perfect. That way, he believes, they will be able to operate within the environment as it exists and gain what they should from it.

Beards and jeans and T-shirts are part of the scene in introduction to the university as they are all over campus. But so are cuffed pants and short hair and glasses without wire frames. Bondeson describes the group, composed almost exclusively of Honors College students, as an even mixture of conservatives, liberals and middle-of-the-roaders.

"And there is passion in all of them. These are topics which are close to their hearts; they all jump into the discussions."

Discussion isn't the end-all of the class. In addition to reading in two prescribed texts and numerous suggested publications, a research project is required. Students will either do extensive research in some topic related to the university or they will study some of the colleges around the country which have revolutionary programs. They are expected to describe and evaluate the programs, some of which espouse no curriculum, no requirements, no dormitory sex restrictions and other arrangements foreign to the average university.

The purpose here, Bondeson says, is not to make them eager to reform. Rather, it is to create an awareness in the paths some universities are following and to begin to develop some information with which to study and judge other systems.

The purpose is two-fold for undergraduate assistant Morrison. "We have to offer some new information and new thoughts to shake people up some, but we still have to instill the principles of toleration of others."

"Shake people's ideas, that's a good thing," Dan Booth says. "That makes them think. The university is responsible for giving them a base of operation for moving about in this technocracy. If you can make them think, it will help."

Should everyone be shook up? "Yes," says Woody Brosnan. He thinks the shaking up process would make people more aware of the value of a liberal education.

"I don't think we should have professional schools in undergraduate programs. We should learn about ourselves and each other. Professional training can come later."

Know yourself. That emerges as a major goal to the students in the course.

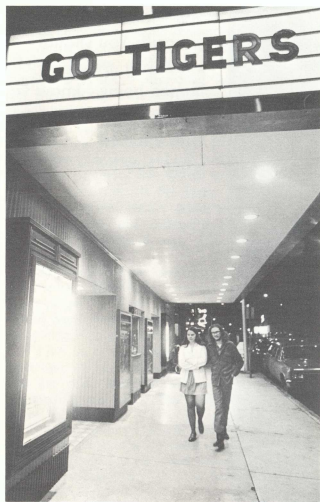
"You should know yourself," one unidentified class member said. "You should know you are a human being—know you can do something with yourself when you leave." □

# WHAT IS A UNI



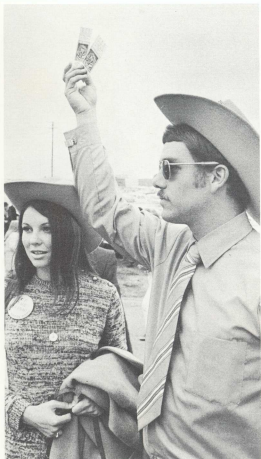
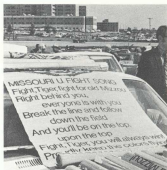
“You should know yourself. You should know you are a human being—know you can do something with yourself when you leave.”





College football is more than a game...all the signs pointed to





that...and so did the faces of the 64,000 who attended

**the fascinating  
phenomenon  
of a  
football weekend**



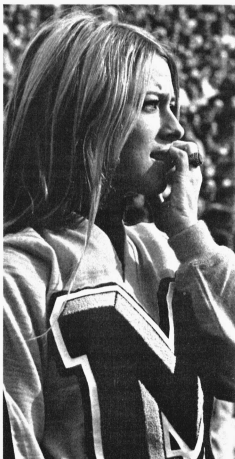


the Missouri-Notre Dame game Oct. 17 in Columbia..





. the back of



a head told the story,



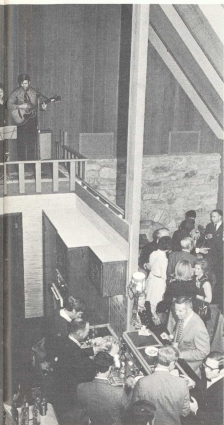


Paul Bower



as did the people who found other things to watch





and to do...a tail-gate picnic, a swanky party.



Photographed by Jim Domke



**THE PRESIDENT EMERITUS  
LOOKS AT HIGHER EDUCATION IN MISSOURI  
TODAY  
AND WARNS**

**LET'S NOT  
LOSE  
OUR MOMENTUM**

**BY ELMER ELLIS**

In the past 12 years Missouri has been moving forward in higher education with great rapidity. In 1960 it began to provide state aid to encourage public junior colleges and their growth has been phenomenal since that time. In 1963 it expanded the University into a four-campus institution by assuming responsibility for what had been Kansas City University and giving St. Louis a resident campus, now the most rapidly-growing part of the University. These desirable steps put Missouri in line to develop its higher education programs as had the other leading states. But that great momentum could be lost unless action is taken now to finance the program the way it is financed in similar states.

What has happened in the past 10 years, plus the current one, is illustrated by the following table:

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#### STATE APPROPRIATIONS FOR HIGHER EDUCATION

Percentage increase over previous year based  
primarily on studies by M. M. Chambers

Year	Missouri	National	U. of Mo.
60-61	3.6%	8.3%	9.8%
61-62	14.3%	14.1%	12.5%
62-63	14.9%	9.5%	8.5%
63-64	32.5%	15.33%	31.1%
64-65	5.2%	11.9%	13.4%
65-66	32.7%	25.1%	27.9%
66-67	20.3%	15.9%	17.8%
67-68	24.2%	24.9%	23.8%
68-69	21.3%	14.2%	23.4%
69-70	13.1%	21.3%	10.3%
70-71	3.2%	12.5%	0%

---

Percentages are used here simply to indicate trends. Moreover when planning to build a high quality university, national averages are not a good measure because they are only an indication of medium support and quality. Besides, it makes a very significant difference in the basis from where we start, and the University of Missouri was not well-supported in the 1940s and '50s. When I came to the faculty in 1930, a colleague explained to me that Missouri had northern aspirations for education but southern ideas of taxation. There is plenty of evidence of that attitude still being with us as witnessed by the freeze on appropriations for the four campuses of the University for this year.

But by the late '50s and '60s, it looked as if we had escaped this blind alley. This was due, in my judgment, to a succession of governors who believed that an improved higher education was an essential element for state progress, and by a changing General Assembly. The increase in salary to members of the latter brought a large group of younger law-makers, many of whom were university or college educated, and they looked upon higher education too as a main engine of state progress. But the results of this last session of the General Assembly makes one again raise the question: Was our great advance a mere temporary spurt, or are we in the main current of the great state universities in the country?

The University faces a uniquely difficult situation for the current academic year. This arises from the very unusual fact that, because of the political situation in the state and in the legislature, there were no increases whatever in the operating funds appropriated for the University. This would not be so significant were enrollments frozen and if inflation did not exist. We actually had decreases in appropriations during the depression of the '30s and, while it did retard the development of the University, the fact that we were in a deflationary period and actually had a drop in enrollments resulted in fewer difficulties than are threatened now.

Today, the University is faced with the situation whereby such things as the cost of coal for the Columbia and Rolla campuses continues to increase steadily, the cost of books for the library goes up about 5 per cent a year—and so one could go down the entire list of University costs. Salary levels are the largest item because here, in addition to inflation, competitive bidding for the best people has not lessened in any appreciable degree in most fields of academic work. And the enrollment is up, in spite of the fact that at St. Louis lack of space forced a sharp restriction there. Some additional staff were essential to meet new situations. For instance, the campus protection staff on the Columbia campus was increased from 11 to 20 this fall.

While appropriations of state funds are not by any means the sole source of income for the University, it and student fees are the ones that are flexible. Most federal funds come to the University earmarked for specific purposes, such as a particular piece of research or student aid. Likewise most private gifts are earmarked for some purpose, student aid being the favorite. Other funds like the income from university enterprises, such as dormitories, of



Photos by George W. Gardner

PER CAPITA TAXES  
PAID INTO  
STATE GOVERNMENTS  
By States  
1969

State	Amount
1. Hawaii .....	\$364.02
2. New York .....	290.92
3. Delaware .....	290.74
4. Washington .....	288.28
5. Nevada .....	274.75
6. California .....	269.69
7. Wisconsin .....	257.70
8. Michigan .....	256.53
9. Alaska .....	254.71
10. Minnesota .....	247.18
11. Wyoming .....	243.31
12. Arizona .....	242.60
13. New Mexico .....	238.86
14. Vermont .....	229.82
15. Maryland .....	229.16
16. Massachusetts .....	225.63
17. Rhode Island .....	219.65
18. Iowa .....	211.65
19. Idaho .....	209.65
20. Louisiana .....	207.40
21. Kentucky .....	202.63
22. Florida .....	199.79
23. Oregon .....	199.71
24. Virginia .....	197.95
25. Utah .....	194.56
26. Colorado .....	194.33
27. North Carolina .....	193.96
28. Pennsylvania .....	191.97
29. West Virginia .....	190.52
30. Oklahoma .....	184.02
31. Connecticut .....	180.52
32. Georgia .....	178.43
33. Illinois .....	174.47
34. South Carolina .....	172.79
35. Indiana .....	172.28
36. North Dakota .....	171.42
37. Mississippi .....	169.66
38. Kansas .....	165.91
39. New Jersey .....	165.26
40. Alabama .....	162.89
41. Tennessee .....	162.05
42. Maine .....	161.78
43. Montana .....	161.13
44. Arkansas .....	159.20
45. Texas .....	152.92
46. MISSOURI .....	152.89
47. Nebraska .....	149.99
48. Ohio .....	143.44
49. South Dakota .....	139.44
50. New Hampshire .....	116.10
50 State Average .....	\$208.48





course, go to maintain the dormitories and is not available for other purposes.

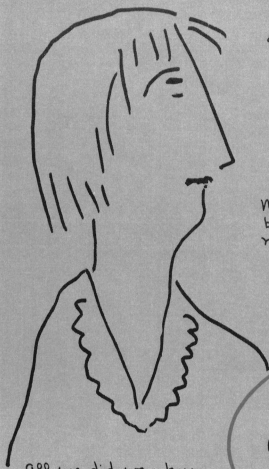
State officials were well aware of this and were not slow to suggest another raise in student fees. As a matter of fact, it was the only way out for the administration and the board, and fees were raised for both in-state and out-of-state students to make totals for these two groups of students \$500 and \$1420 respectively per year. Any university administrator who realizes the impact of this upon the student makes these decisions with great reluctance, because it means that many of them cannot get an education, many are discouraged from trying, and others succeed in doing it only by going into serious debt. The fee raises will give the University something over \$3 million additional income.

Another serious effect of the large raise in fees is that the University administration loses its freedom of maneuver. Regardless of what happens for next year, the University will not be able to raise fees again without acutely discouraging students to the extent of reducing their numbers. So it becomes absolutely dependent upon appropriations and the uncertainties of legislative action. One thing is certain if the state is to maintain its position in higher education, let alone maintain the fine momentum it had built up toward increasing its quality and services: There must be an effective tax raise in the state and increased appropriations for higher education.

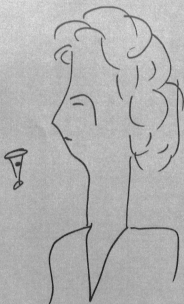
Objectively this should not be too difficult as Missouri is still a low tax state. The only one of the states supporting Big Eight or Big Ten schools with a per capita local and state tax rate as low as Missouri is Oklahoma. Among the 50 states, Missouri ranks 46th in the per capita taxes paid into the state government.

In considering these needs of Missouri's higher education, M. M. Chambers in his current book, *Higher Education in the Fifty States* concludes: "Missouri's state and local tax revenue per \$1000 of personal income was \$93.18— much below the national average of \$105.50. It would seem that the state will be able to sustain the momentum of state tax support for higher education and other essential public services for some years without hardship."

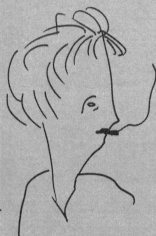
But still Missouri has its low tax tradition, and it is going to be very difficult to convince a tax-conscious public that it is not carrying its full share of the higher education costs. □



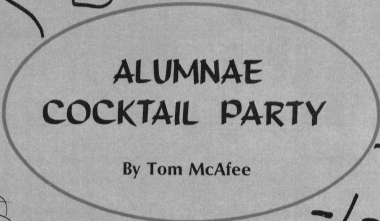
all we did was burn  
Christmas trees, and  
things like that.



No, I don't recall the score,  
but there were some of the  
most beautiful clothes at that game.



Isn't that Eva Sharpe  
over there, who married  
that dreadful boy I dated?



## ALUMNAE COCKTAIL PARTY

By Tom McAfee



"We read books like  
Shakespeare and  
Shakespeare and  
Shakespeare..."

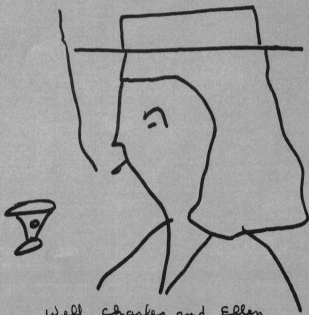


Don't even mention the  
think to me.





↳ was queen of just about everything — and then  
↳ married Robert.



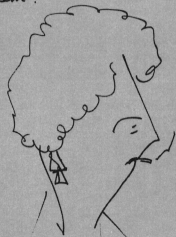
Well, Charles and Ellen  
and Skip and Sue and  
Rompers and Gloria  
are all here... You  
don't remember any  
of them?



The cartoons of Tom McAfee, alumnus of Ol' Mizzou and a professor of English now on the campus, appear often in Contempora magazine.



↳ flunked algebra three times,  
and my husband was a math major.  
Guess who does our income tax?



"The Chinese Tigers roared  
when I went by."

## By Betty Brophy

Like many professors at many universities, he found his office a bit too cramped and austere for his taste. He politely requested that "the floor of the studio should be carpeted and two or three pieces of cabinet furniture or books, engravings and artists material ought to be procured. The walls also should be colored to a sober tint brown or neutral."

It is not known whether these particular inconveniences were remedied or not, but it is known that the professor was George Caleb Bingham, one of the country's most respected genre artists who spent the last two years of his life (1877-1879) as first head of the art department at the University of Missouri.

Bingham's request, in a letter to James S. Rollins, included his wish that, "a room other than that in the frame building should be provided for a studio as soon as possible, as the danger from fire will render it a very unsafe depository for works of art. I will be continually uneasy about my own pictures while they are there."

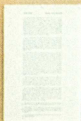
Ironically, Bingham's fear of fire was well founded. In 1892, years after his death, the great fire at the University destroyed nine of his valuable paintings. Twenty years later, the capitol at Jefferson City burned down and 12 more Bingham paintings went up in flames. Despite this loss, a great volume of his works remain, some of which recently have been on display at the State Historical Society of Missouri in Columbia. Among those on exhibit is a previously undiscovered painting of Missouri's Civil War cavalry leader, General J. O. Shelby, which was formally presented to the society on October 3 at its 70th anniversary meeting.

A noted genre painter (works that depict scenes or events from everyday life in a realistic manner), Bingham's world-famous works of art are typically Missourian. As explained at the Historical Society exhibit, "Day by day he studied the Missouri River boatmen, the farmer, the village politician and his constituents and the tavern lounge and reproduced these familiar figures in great genre paintings."

According to a recent work on Bingham by Maurice Bloch, "George Caleb Bingham's name was long missing from the annals of American art, and



# GEORGE CALEB BINGHAM:



Board of Education, Kansas City

At the State Historical Society exhibit, student Diane Lieber views portraits of Columbia businessman Albert Newman and Vinnie Ream, who sculpted the statue of Lincoln in the U. S. Capitol Building. The self-portrait, above, shows George Caleb Bingham as he appeared when he taught art at the University.

## Missouri's First Professor of Art

it is only in relatively recent years that he has come to be recognized as one of the country's foremost genre painters." No serious investigation of his life work was actually attempted until almost 40 years after his death.

Such paintings as his Jolly Flatboatmen, Fur Traders Descending the Missouri, Raftsmen Playing Cards, Watching the Cargo, Fishing on the Missouri, are basically river oriented, reflecting the river cities such as Arrow Rock, Missouri where Bingham lived.

Also a renowned portrait painter, Bingham's subjects include many notable historical figures connected with the University of Missouri, including John Lathrop, first president of the University (a portrait said to have been rescued by students from the great fire of '92); James Shannon, second president of the University; James S. Rollins, president of the Board of Curators; and Thomas Miller, founder of Columbia College, the predecessor of the University.

A native Virginian, Bingham and his family moved to Franklin, Missouri at age seven. After his father's death, they lived in Arrow Rock, where Bingham's home has been preserved. Apparently he was self-taught until his 20s when he studied in Philadelphia, but he was established professionally by that time. He began as a portrait painter, but blossomed into other areas by first painting political banners for his party, the Whigs.

In 1846, Bingham ran for the Missouri legislature on the Whig ticket, and defeated his opponent by three votes. Bingham took his seat in the fall, but his opponent contested the election and unseated Bingham.

Bitterly depressed, Bingham vowed he intended to "strip off my clothes and bury them, scour my body all over with sand and water, put on a clean suit, and keep out of the mire of politics forever." Whatever his intentions, he remained in some form of local politics for the rest of his life.

During this period Bingham expressed his feelings on canvas and produced many well known political paintings such as Stump Speaking, Order No. 11, and the County Election, the latter painted in Columbia.

In 1848, he ran again and defeated his former opponent by 26 votes. After his term in the legislature, he attended many Whig conventions, both local and national. He held the post of state treasurer throughout the Civil War.

He switched his allegiance from the Whig party (which became the Republican party) to the Demo-

crats and in 1872 attended the Democratic national convention.

In 1874 he was appointed president of the Board of Police Commissioners of Kansas City, and was on the War Claims Commission. His name was mentioned several times as a candidate for the legislature and for governor.

However, his political career did not detract from his profession as an artist by any means. Not only did art provide money for Bingham, his three wives and four children, but he was dedicated to the principles of art as well. "There is no honourable sacrifice which I would not make to attain eminence in the art of which I have devoted myself."

As a portrait painter, Bingham had to travel throughout the state, and his travels often brought him to Columbia for extended periods of time.

Some of the earliest recognition of Bingham's talent came from Columbia. In 1835, the Columbia paper, the *Missouri Intelligencer*, commented that "We cannot refrain from expressing our delight, occasioned by a visit, a few mornings since, to the parlor of Mr. Bingham, upon Guitar Street. A collection of well finished portraits — each affording full evidence of a cultivated mimetic skill, and of an undoubted high creative genius — is a circumstance, that deserves a place as an important era, in the history of Trans-Mississippian progress, towards a state of intellectual and social refinement.

"These remarks are made, not with a view of complimenting our own village — because here alone of all the upper towns, which he visited, was any thing like a deserving patronage extended the young Boon's Lick artist — but for the purpose of giving just credit, to the incipient character of society, in one of the youngest sisters of the Union."

Usually his visits in Columbia were spent at the home of his closest friend, James S. Rollins, known as "Father of the University of Missouri." Rollins fought hard to get the state university situated in Columbia at its inception, and served as a lawyer, state legislator, nominee for governor, member of the Board of Curators and president of the Board.

According to C. B. Rollins, James S. Rollins' son, "My father and Bingham met for the first time in Columbia, Mo. in the spring of 1834 (Bingham was 23; Rollins was 24). They were immediately attracted to each other and there began an intimate friendship that lasted until Bingham's death. They loved each other with a disinterested and lasting af-



State Historical Society of Missouri

Bingham's interests in both faces and politics are clearly emphasized in a page from his sketchbook, left, and in *Stump Speaking*, below left. The portrait of James S. Rollins, below, is a duplicate of the original, which a fire destroyed in 1892.



State Historical Society of Missouri

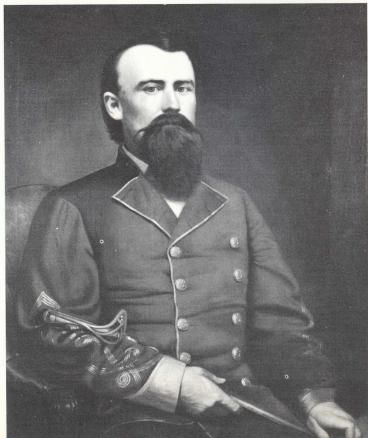


State Historical Society of Missouri



State Historical Society of Missouri

The influence of life in Missouri river towns shows up clearly in Bingham's *Watching the Cargo*, above. The recently discovered painting of the Civil War General J. O. Shelby is just one of many portraits by the artist.



State Historical Society of Missouri

fection. No brothers were ever nearer. There was an example of the finest friendship. The natures of the two men were in complete harmony and they literally shared every thought without reservation."

The correspondence between the two men makes up a major history of Bingham's career. About 1000 of Bingham's letters to his friend are extant and provide a valuable record of the artist's career.

According to Fern Helen Rusk's (later Mrs. John Shapley) (AB '13, AM '14, PhD '16, DFA '59) book, *George Caleb Bingham, the Missouri Artist*, "In his very early years, when Bingham undertook the procuring of an art education, we found his young lawyer friend lending his money and encouraging him in his attempts. And never did this true friend fail.

"As a state senator he used every effort for the passage of a bill introduced by the House, providing for the payment of Bingham's expenses which he had been forced to incur through the defense of his seat in the House to which he had been regularly elected in 1846.

"He was always ready to lend money for the engraving of his friend's pictures. He often defended him against criticisms, and he gave him a place in his home for months at a time.

"Upon the artist's last visit to Major Rollins' home, when the latter casually remarked, 'Bingham, if I had your genius, I would be a millionaire,' Bingham rejoined with a heart full of gratitude, asking what need he had of money when he had a friend who was always on the lookout for his welfare."

Each of the men named a son for the other.

Two years after the painter was made adjutant general of Missouri, the Board of Curators established an art department and designated Bingham as the first professor of art. He held that position until his death. He was given a studio in the old English and Art Building on the northwest corner of the campus.

According to C. B. Rollins, Bingham's appointment permitted him to paint professionally and he painted many portraits, among them one of Samuel Laws, who was then president of the University. About that time, Laws brought a professor of Hebrew and Semitic Literature to campus from New York. This professor, according to Rollins, was "a fine scholarly old gentleman, who, though versed in his profession, was woefully lacking in tact. One day he wandered into Bingham's studio, and seeing the portrait of his friend, Laws, on the easel, began to criticize it with all the assurance of ignorance.

"The professor, who was very nearsighted and wore enormous, thick convex lenses, went up to within a foot of the painting, and peering at it, said 'I don't like this picture; you don't do Dr. Laws justice. You make him look like a goat.' Bingham, to whom the remarks had been addressed, replied

sharply, 'Well, sir, you show yourself as much a judge of art as of propriety. This is a fine portrait of Dr. Laws, so acknowledged by the doctor himself and his friends. Had I wanted to paint a picture of a goat, I should certainly have selected you for my model.'"

When Bingham was elected professor of art, no salary was provided and he was granted the privilege of occupying the studio to receive pupils. It is possible, however, that a salary was attached to the position the third year.

He taught not only pupils in the University, but also those of the nearby female colleges who wished his instruction. The nature of his position did not necessitate his regular presence at the University so he spent a good deal of time, even during the sessions, out of town.

Part of the widower Bingham's out-of-town time was spent at the Lykins Institute in Kansas City, where he courted and eventually wed Mrs. Lykins, his third wife. After his marriage, he brought his new bride to live with him at Stephens College, where he boarded. One evening at dinner, so a famous Bingham anecdote goes, the waitress caught the button on her sleeve in a curl of Mr. Bingham's wig and it was whisked halfway around the table before it could be recovered, much to the amusement of the girls and the great embarrassment of the new Mrs. Bingham. Apparently Bingham had a quick wit; he nonchalantly put the room at ease by remarking offhandedly that you could hardly expect another's hair to stay on his head when his own would not do so.

During his last few months on campus, in the spring of 1879, the late Judge North Todd Gentry recalled that "General Bingham gave an exhibit of his pictures in his studio. He made a most interesting and instructive talk on how he happened to paint many of his pictures, and he said he had in mind to paint three historical pictures, one to represent a Camp meeting in Missouri, one a County fair in Missouri and one a Circus day in Missouri."

The three pictures were never painted, for in July of that year, Bingham and his wife left Columbia after a visit of nearly two months at the home of his dear friend Rollins. Two days later he died in Kansas City.

Appropriately, James S. Rollins delivered the funeral oration, and according to the *Kansas City Times*, this tribute was touching. "It was the noble tribute of a manly man to a friend who could no longer speak for himself."

The *Times*, however, was inaccurate, for Bingham plainly speaks today through his own works of art which mirror the man, his times and his life, his connections with the University, his political involvements, and most of all, his love for Missouri. □

## HELEN BENTLEY GOES OVERBOARD FOR AMERICA. □

By Arthur H. Rotstein. □ It's been said of Helen Delich Bentley that she's seldom at a loss for words. □ For some 24 years, she mostly put those words on paper, although her snappy vocabulary stunned the ears of many longshoremen and shipping officials on the



East Coast as her copy did for readers of the *Baltimore Sun*. □ And in the past year, as the top woman in the Nixon administration, her reputation as a word activist has been enhanced. □ So when

Helen Delich Bentley, chairman of the Federal Maritime Commission, leaned back, stretching her hands behind her mussed straw-blond hair, picked up the phone on her cluttered desk, she looked up to say, almost half-apologetically, "You're going to think this is silly, but . . ." and buzzed an aide: □ "What are some of our achievements of the last nine months?" □ Mrs. Bentley, BJ '44, former maritime editor for the *Sun*, has been



on the go — and in the headlines — since assuming the chairman's seat, appointed by the President, in the fall of 1969.

In slightly less than a year, she has traveled more than 150,000 miles to American port cities and overseas, to oversee. And to regulate the United States' ocean-going commerce. And to get in a plug

**She's not one  
to keep quiet if  
things should  
be said**

or three on the necessity for advancing American shipping interests.

"I guess," she says, "I probably don't avoid" promoting even though her job, and that of the Commission's four other members, is to regulate, not promote. But Helen Bentley, by her own estimate, is not one to keep quiet when she thinks there are things that should be said.

She has blasted the networks for opening their airwaves to radicals and militants, and has labeled the networks and press as "fall guys" taken in by the "propaganda of hard core dissidents. . ."

An avowed, ardent admirer of Vice President Spiro T. Agnew, Mrs. Bentley has assailed her former news colleagues for such things as their failure to find news in several thousand young men enlisting for military duty in one week while focusing on a single draft card burning incident.

"I'm a government official. I'm the top woman in government. And I have very strong personal convictions. If we're not going to lead, who is going to lead?"

The first lady chairman in the Commission's 34-year history looks at her position, and her speaking out about matters ocean and land, this way: "I try to do a job — period. . . I think there's much more that we are delegated to do and I can't worry if I step over and onto somebody's toes once in a while. . . I'm not worried about what my predecessors did. If I did, I wouldn't do a damn thing."

That brings up those four-letter words, which on occasion have brought notoriety. In her last major journalistic assignment, Mrs. Bentley took her accustomed place as the only female maritime reporter among some 130 persons aboard the *SS Manhattan*, as it crunched its way on a 10-day journey through the ice-bound Northwest Passage.

During the wearying trip, while using the ship's radio to dictate a story to her paper, she inadvertently slipped with a four-letter word, which resulted in the ship's communications being shut off for a time, in fear of reprisal by the Federal Communications Commission. But the FCC never involved itself, and, she adds, "The men were using worse words than that all the time. That's strictly discrimination. I was the only woman on the ship — so they decided to pick on me."

Although Helen Bentley has reservations about the women's lib movement per se, she does think it's time women banded together to get equal rights and recognition. Mrs. Bentley, however, has been clearing her own paths for a long time. Take her school days.

After a girlhood in Ruth, Nevada, which now has a population somewhere beyond 800, Helen Delich attended the University of Nevada for her freshman year, from 1941 to 1942. She then headed east, landing in Columbia for the fall semester of 1942. In January, 1943, she left Missouri and decided to try Washington, D.C., working for Nevada Sen. J. G. Schrugham by day, attending George Washington University classes by night.

**At Mizzou  
she worked with  
photographer  
Cliff Edom**

In the fall of that year, she returned to Mizzou, entering the School of Journalism. "Because I was there during the war, I was able to con the journalism professors from having to take all the dull courses and let me just work on the paper." During

her first, half-year stint in Columbia, she worked at the old King's Drug Store on Broadway, receiving 10 cents an hour while clerking and waiting on customers.

But, she recalls, things got better. "I left there and did some hashing in the Navy Reserve Dining Hall." At the time, there were a few thousand naval cadets in officer training at the Missouri campus. At the dining hall, she received meals and 30 cents an hour.

"I went back to the dining hall in the fall of 1943. And I worked teaching photography with Professor Cliff Edom (still head of the school's photo-journalism department) and was a stringer for UPI."

She has returned to Missouri since, for the J-School's 50th anniversary celebration. The campus, she understates, had changed a bit.

Then there was newspapering.

She left Columbia after graduation in September 1944, worked for UPI and the *Lewiston (Idaho) Tribune* before finding her way to Baltimore. One day in 1948, the *Sun* city editor told her to go down to the waterfront and "see what's doing." She wound up covering it for about 21 years, for several of those writing a syndicated column, "Around the Waterfront."

Does she miss journalism? "Once in a while. . . Frankly, I don't miss the daily deadlines. That's a relief. I am glad to have this opportunity to be on the other side." Particularly she adds, since she sniped at it for so many years:

"If you're given the chance to put up or shut up, as they say — you either put up or shut up. So I'm trying to put up."

The petite woman, words crisp and brief, finds her job "much more interesting and challenging than I thought it was going to be. The Federal Maritime Commission had a bad reputation—especially in foreign shipping circles. I think a lot of that has been overcome."

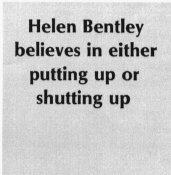
In fact, she believes improved communications is one of her at least partially-realized goals. She made a special week-long trip to London late in August to talk with industry leaders to try to stave off a threatened rate war with foreign flag ship lines. It was the first instance in which an FMC chairman had become involved in such person-to-person negotiations, and was reported as "an impressive" move.

Her biggest concern, though — and primary goal — which she says will determine how success-

ful she is ultimately as chairman of the Maritime Commission, is to get a "stabilized and healthy industry" serving the foreign trade of the United States "in all directions." That will take no less than replacing the country's decrepit merchant marine fleet, of some 891 private ships currently, two thirds of which are at least 25 years old. Most ships are considered to have a 20-year economic life.

As she told National Press Club members in Washington in October 1969, she is seeking "to focus attention on the American Merchant Marine, to alert the American public to the straits in which we find our shipping — half afloat on a sea of public indifference.

Mrs. Bentley's eyes flash as she talks about a program President Nixon has proposed to provide



**Helen Bentley  
believes in either  
putting up or  
shutting up**

government subsidies to American shipbuilders toward construction of 30 new merchant ships a year for 10 years. American shipbuilding costs are about twice as high as foreign, yet only American-built vessels can carry cargo between two American ports.

But she stressed, even 300 ships by 1980 will meet "no more than the minimum requirements" of America's cargo-transporting needs.

Helen Delich Bentley, a woman who matter-of-factly says she works "seven days a week consistently," taking advantage of having her secretary live next door to the home she and antique-dealer husband William Roy Bentley own in a Baltimore suburb, doesn't spend a great deal of time worrying — particularly about what people think of her. By spending her time working, she figures she may be the one to get the merchant marine industry "stabilized." At no loss for words, she says, "If you spend your time worrying about what people think, you're not going to get anything done." □

## Jefferson Club to Give High Level of Support

Thomas Jefferson was never in Missouri, but the University has strong historic and philosophic ties with the third President, nonetheless.

The legislative act which created the University of Missouri in 1839 incorporated some of Jefferson's ideas on higher education. The original marker at his grave was given to the University in 1883 because it was the first state university in the Louisiana Purchase, the vast territory obtained for the United States during Jefferson's presidency. Today, the University annually observes Jefferson's birthday with a ceremony at the monument.

It is appropriate, therefore, that many alumni and friends of the University who are committed to quality public higher education in the Jeffersonian tradition have banded together in a newly-organized Jefferson Club.

An activity of the Development Fund, the Jefferson Club is open to all persons at one of three levels, Member, Fellow, and Distinguished Fellow.

Complete details and invitations to join the prestigious group are being mailed to some 1200 members of the Columns Club, the Columbia campus's \$100-level gift club.

Jefferson Club levels are as follows: Member, \$10,000 pledged for a 10-year period, \$10,000 given in a lump sum, or \$20,000 to be provided by a bequest, funded life insurance program, and the like; Fellow, \$25,000 ten-year pledge or lump-sum gift or \$50,000 bequest; and Distinguished Fellow, \$50,000 ten-year pledge or lump sum gift or

\$100,000 bequest.

"Only through the Jefferson Club," says John Ayres, president of the Cook Paint and Varnish Company and chairman of the Jefferson Club Trustees, "can Missouri receive the extraordinary support that will enable it to provide the essentials of education . . . those essentials which are not financed through state appropriations but which are characteristic of a truly distinguished university."

## Daniels Calls for Renewed Belief in our Universities

We must begin again to believe in our institutions — our colleges and universities — for they alone of the structures in our present society can lead us to the salvation we all so desperately desire, Dr. Walter Clarence Daniel, president of Lincoln University, told the summer graduating class at the University of Missouri-Columbia.

Daniel charged the 1300-plus class members to "stand staunch, and angry, and unforgiving against any person or any coalition of persons who would dare to diminish by one title the proud fame of your Alma Mater.

"We can never be certain that the procession of national blessings will continue to move forward unless we can know that our institutions are safe; that you and I always remember that a university is a delicate thing; that we forever realize that it does not require a hero to destroy a university; but that it takes an intelligent hero to help to preserve one.

"Your own heightened intelligence has taught you that America's colleges did not order the war in

Indo-China; that they did not warm up the ever-present Middle East crisis; that they do not control the presence or absence of inflation; that they are trying to overcome the most blatant acts of racism which have characterized them as they have reflected their human milieu in which they have been located.

"I would hate to see the educated die for the simple and foolish error of not using their education."

## Alumni Back Curators' Position on Disruption

As all alumni know — because they were among those who got the message—the University of Missouri began its fall term by reaffirming its position on dissent and disruption and making the position clear to all concerned — alumni, faculty and staff, parents, and students. President John C. Weaver sent out the Curators' policy statement to alumni, faculty and parents, and Chancellor John W. Schwada passed the word to the students of the Columbia campus. The word, of course, was this: The University of Missouri will continue to protect the right of free inquiry and free expression, but disruption will not be tolerated. And the University of Missouri will remain open.

As Weaver, Schwada, and the rest of the administration now know, it was word that the alumni wanted to hear. The President alone received letters of support from 137 alumni and many, many others from faculty and parents.

The Alumni Association took notice of the action by the Board and administration with a resolution passed at its meeting September 18. It commended the Board, the President and Chancellor for their actions, and pledged the Association's continuing "understanding and support."

Also passing an approving resolution was the city council of Jefferson city, and many of the state's newspapers gave editorial support.

At Dixon, Illinois, in the *Evening Telegraph*, editor Ellagwen Shaw Green (BJ '35) proclaimed "Praise the University of Missouri Week" in honor of the President's letter to alumni. "No namby-pamby . . . no pussyfooting around . . ." wrote Mrs. Green, "they lay it on the line and tell it like it is to be . . . students, faculty, administrators and employees who are not in sympathy with the basic philosophy and do not intend to abide by the rules are asked to join the 'out' group — not the 'in.'"

Alumni letters also were revealing. "I am very proud of you, the faculty and our students," wrote one Columbia campus alumnus.

Another said, "I have discussed your letter with my children and my wife, and have impressed upon them the need for people living within socially acceptable rules of conduct. Hopefully, as my children grow older, they will wish to attend the University of Missouri. If they do, I can promise you that my wife and I will exert great influence upon their conduct while attending school."

And another, "I lunch regularly with graduates of another university and yesterday I read to them the Board's statement and yours. When, paraphrasing Bill Vaughan, I laid claim to being an alumnus of a school that does not subsidize its arsonists, there was no protest."

The responses were not unanimously supportive. There was one from a parent that used such terms as "fascist," and "political repression." There was one critical letter from a faculty member, and another one from a student. But there was none from alumni to the President, and the Alumni Association received

only one letter opposing the Curators' and administrations' position. This alumnus, in fact, cancelled his membership in the Association because the University policy "adds to the lack of open, free expression of the problems seen by our young people."

But that was the single dissenting alumnus. The other letters were supportive, and, as Dear Abby (or is it Ann Landers?) says, "this one said it best":

"Thank you for caring enough to let us know how you and the Board plan to deal with the 'street people.' The University of Missouri is not the U.S. Congress. The U. of Mo. students do not make America's domestic or foreign policy. The University is a place in which a student learns how our government works. Upon graduating, if one is so displeased with Uncle Sam's policies, he can change what should be changed by using all the skills he learned at Mizzou.

"Please don't back off if they attack. Don't reconsider your position. Dammit, you laid down what is fair and right and if you are put to the test, give it the S. I. Hayakawa treatment. You are the president — you have powers — we want you to use them.

"Keep grrr-owling for integrity at Missouri. We are behind you 100 per cent plus an extra ten-dollar donation."

## **Knox College the Big Winner at Race Track**

Knox College of Galesburg, Illinois, caught in a financial squeeze like most colleges and universities, has come up with some unusual sources for funds. The *Wall Street Journal* reported that the college "owns and operates a racetrack in Chicago and owns an Indian trading post in Utah."

## **MISSOURI ALUMNUS**

The Voice of the Alumni Association of the University of Missouri-Columbia

Garth Landis, president  
St. Joseph, Missouri

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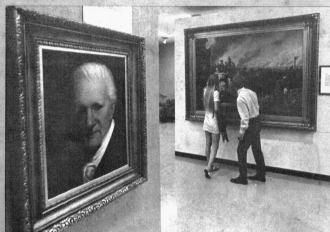
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**Bingham 20**

**Bentley 26**



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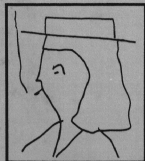
**Commentary / 30**

**George Caleb Bingham: Missouri's First Professor of Art / 20**

**Helen Bentley Goes Overboard for America / 26**

The highest ranking woman in the Nixon administration, this Mizzou alumna makes news by both what she says and what she does.

**COVER:** Is it the mini or the midi? On the Columbia campus both fashions can be seen, but alumni (as distinguished from alumnae) will be happy to know that the mini still is far in front. The models, 1969 and '70 semi-finalists in *Glamour* magazine's "Best Dressed" contest, are students Tricia Brock, left, Columbia and Julie Viersé, Webster Groves.



**Party 18**



**University? 2**

**What Is a University? / 2**

In a period when the American university is under attack from many quarters, a class on the Columbia campus offers a chance to study it.

**The Fascinating Phenomenon of a Football Weekend / 8**

**Let's Not Lose Our Momentum—by Elmer Ellis / 14**

From his vantage point of an interested and knowledgeable observer, the president emeritus looks at higher education in Missouri today.

**Alumnae Cocktail Party / 18**

Tom McAfee, author and alumnus, uses his cartooning talent for some gentle humor.

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