



"Hardship and Hope" is the name of an original reader's theater presentation developed and performed by Carla Waal, standing, and Barbara Korner. After months of research, the two actresses are ready to present to the state their depiction of the trials and triumphs of Missouri women in the 19th and 20th centuries. They hope not only to enhance Missourians' appreciation of their heritage, but to encourage research in family and community history as well. Read about the inspiration behind "Hardship and Hope" on page 4. Photo taken at the Maplewood Home in Columbia by John Gillispie, available through the courtesy of Columbia Magazine.

In This Issue:

Long-range planning committees named.
Page 1.

Exchange reaps wealth of oral tradition.
Page 5.

Benefits of long-term disability help a family.
Page 6.

Magrath names long-range planning committees

Committees are now being formed to address the 10 efforts identified by UM President C. Peter Magrath as part of the University's examination of its future goals.

The initiatives, part of Magrath's "agenda for action," were identified at the UM Board of Curators retreat in St. Louis in January.

Magrath is asking members of the committees to address the following questions:

- Should the area be a high priority for the University over the next three to four years?
- If so, has Magrath described the area appropriately in his agenda?
- If not, what changes would the committee suggest?
- What specific objectives should the University set for this area in the next few years?
- What specific steps should the University take to achieve these objectives?

"Planning is essential to making substantial progress toward improving the University," Magrath says. "Planning simply will not work without taking advantage of the expertise and advice of those outside the University as well as tapping the talents of our faculty and staff. We will benefit a great deal from their participation."

'Planning simply will not work without taking advantage of the expertise and advice of those outside the University as well as tapping the talents of our faculty and staff.'
—Magrath

The efforts, their descriptions and members of the committees:

• **Access to engineering education in urban areas:** *access to engineering education and technological education in the state's two urban areas forms the core of an issue that must be resolved. The University's response to the needs of industry for research, human resources and for problem-solving educational services must be shaped deliberately and effectively in ways that will strengthen the state's economy and service the needs of our two largest cities.*

John C. Hancock, executive vice president and chief technical officer, United Telecommunications Inc., Kansas City, chairman; Jay Barton, UM vice president for academic affairs, deputy chairman; Arthur Baebler, executive vice president, Printing Industries of St. Louis; Phil Barker, UM-Kansas City professor of mathematics; Lawrence Barton, chairman, UM-St. Louis Department of Chemistry; D. Ronald Fannin, dean, UM-Rolla School of Engineering; Tom Herrick,

UMR professor of electrical engineering; Anthony L. Hines, dean, UM-Columbia College of Engineering; Guy Jester, vice president, Alberici Construction Co., St. Louis; M. Thomas Jones, UMSL special assistant to the chancellor for budgeting, planning and institutional research; James E. (Bud) Moulder, professional engineer, Booker Associates Inc., St. Louis; James M. Phillips, UMKC professor of physics; Clark G. Redick, vice president, AT&T Communications Inc., Kansas City; and Richard C. Warder Jr., UMC professor of mechanical and aerospace engineering.

• **Continued research and development in support of Missouri's agricultural industry:** *the University's historic — but redefined — role of working with food, agriculture and production is fundamental, not because the University is a land-grant university, but because it is absolutely essential to the future of Missouri. Practical research and development in this area is vital to the future economic growth and viability of this heavily agricultural state.*

Roger Mitchell, dean, UMC College of Agriculture, chairman; John E. Averett, UMSL professor of biology; Michael Braude, president, Kansas City Board of Trade; Nord Gale, chairman, UMR Department of Life Sciences; J. Charles Headley, UMC professor of agricultural economics; Paul L. Hilpman, UMKC professor of geosciences; Charles Kruse, director, Missouri Department of Agriculture, Jefferson City; Robert T. Marshall, UMC professor of food science and nutrition; John Mason, president, Monsanto Fund, St. Louis; C. Jerry Nelson, UMC professor of agronomy; William H. Pfander, associate dean, UMC College of Agriculture; Walter Remmers, Slash V Ranch, St. James; Don Siehr, UMR professor of chemistry; Donald W. Swoboda, UMC vice provost for extension; and John O. Ward, UMKC professor of economics.

• **Stronger role in scientific research:** *in selected areas, the University campuses must play a stronger role in scientific research, including work in the health sciences, the biological sciences and related fields. This is directly related to the demographic characteristics of the state, and it builds upon resources and strengths that are unique to this public research university.*

Marvin Query, UMKC Curators' Professor of physics, chairman; Richard A. Finkelstein, UMC professor of microbiology; Tom Liapis, UMR professor of engineering; Thomas J. O'Keefe, UMR Curators' Professor of metallurgical engineering; Carol Peck, UMSL associate professor of optometry; Melvin Rueppel, research chemist, Monsanto, St. Louis; Martin Sage, UMSL professor of biology; Judson D. Sheridan, vice provost and dean, UMC graduate school; Duane Sunderman, senior vice president and director, Midwest Research Institute, Kansas City; George Thomas, professor and head, UMKC Division of Cell Biology and Biophysics; Margaret Bush Wilson, attorney at law, St. Louis; and Michael Witunski, director, James S. McDonnell Foundation, St. Louis.

• **Strengthening professional programs:** *the University must identify a select number of professional school programs to be strengthened to meet the human resource needs of Missouri today and in the future. This refers to law, medicine, dentistry, nursing, accounting, management*

and other specialized fields. Missouri communities depend upon the University for well-qualified, productive and able graduates to provide the specialized services that contribute significantly to the quality of life.

Donald H. Driemeier, dean, UMSL School of Business Administration, chairman; Marjorie Powell Allen, president, Powell Family Foundation, Overland Park, Kan.; Arlan DeKock, chairman, UMR Department of Computer Science; Jay D. Dix, UMC associate professor of pathology; Neal Granneman, pathologist, Rolla; Shirley A. Martin, dean, UMSL School of Nursing; James J. Mongan, dean, UMKC School of Medicine; Marian Oldham, former member of the UM Board of Curators, St. Louis; Michael J. Reed, dean, UMKC School of Dentistry; Dale A. Whitman, dean, UMC School of Law; John Williams, doctor of veterinary medicine, Columbia; and Lance Williams, UMR professor of history.

• **Strengthening the preparation of teachers:** *the University must play a greater leadership role in the preparation and education of teachers and must be creative in strengthening efforts to work with schools. Most of Missouri's school superintendents, many principals and substantial numbers of teachers are UM graduates. The University's responsibility in teacher education must be fulfilled as a critical service to the state.*

Doris Trojcek, UMSL professor of childhood education and coordinator of graduate studies in education, chairwoman; Robert E. Bartman,

commissioner of education, Jefferson City; Lawrence Christensen, chairman, UMR Department of History; Richard Friedlander, UMSL associate professor of mathematical sciences; Sandra W. Gautt, UMC associate professor of special education; A. Glen Haddock, UMR professor of mathematics; Robert Henley, superintendent, Independence schools; Shirley A. Hill, UMKC professor of education; Kent King, superintendent, Rolla schools; Robert Leibert, UMKC professor of education; and Wilbur R. Miller, dean, UMC College of Education.

• **Providing access to quality liberal arts undergraduate programs:** *the University must provide access to quality liberal arts undergraduate programs — not to all — but to as many as the University can serve within the limits of its resources. The programs must be accessible and absolutely first-rate.*

Marvin W. Barker, dean, UMR College of Arts and Sciences, chairman; Ward Barnes, St. Louis; John E. Baumann, UMC professor of chemistry; Bert Berkley, president, Tension Envelope Corp., Kansas City; Bruce Bubacz, UMKC professor of philosophy; Elizabeth Cummins, UMR associate professor of English; Steven C. Hause, UMSL professor of history; E. Terrence Jones, dean, UMSL College of Arts and Sciences; Murray Renick, businessman and investor, Rolla; Max J. Skidmore, dean, UMKC College of Arts and Sciences; and Theodore A. Tarkow, associate dean, UMC College of Arts and Science.

(Continued on page 2.)

Imig to lead UM extension

A veteran of more than 23 years in cooperative extension has been named by UM President C. Peter Magrath to lead University Extension efforts in Missouri's 114 counties and within the four-campus system and at Lincoln University.

Gail Imig, who for the past 10 months has served as interim associate vice president for academic affairs-extension and director of cooperative extension at the University, has assumed those duties on a permanent basis.

As head of University Extension, Imig will oversee campus extension and continuing education activities and

carefully refocused based on the needs of Missourians for the years ahead. Dr. Imig will ensure that University Extension will serve the needs of agriculture, families, youth and economic development that are vital for a better Missouri.

Imig came to the University in 1979 as program director of home economics extension and associate dean at the UM-Columbia College of Home Economics. She was named assistant vice president for academic affairs-extension in 1986 to provide leadership for implementing strategic planning, program development and operations for University Extension.

Starting her extension career in 1965, Imig worked for 11 years for the Michigan State University Cooperative Extension Service. During that time she served in varying positions such as extension home economist, family life and child development specialist and district supervisor. She also served as family living education program leader and staff development program leader.

In 1976, Imig joined Kansas State University as assistant director of extension quality of living programs and associate professor of extension. She managed the quality of living programs at KSU for three years before accepting the home economics extension leadership post at UMC.

Imig earned three degrees from Michigan State University: a bachelor's degree in home economics education and biology education in 1965, a master's degree in family studies in 1969 and a doctorate in family ecology in 1977.

Imig succeeds John Oren, who retired last October. She will receive \$88,000 annually in her new position.



Gail Imig

lead a field staff of more than 300 extension specialists.

"Dr. Imig is absolutely the right person to provide strong and knowledgeable leadership for University Extension in these exciting times," Magrath says.

"The priorities and direction of University Extension have been

Jim Curley

House subcommittee offers operations recommendation

The House of Representatives subcommittee on education has offered its recommendations for UM's general operations funding. The subcommittee's recommendation is a nearly 10 percent increase over last year's appropriation and is \$12 million in excess of Gov. Ashcroft's recommendation of \$250 million.

Although Ashcroft had recommended a 0.9 percent decrease in funding for the UM-Columbia Hospital and Clinics, the House subcommittee is recommending a 1.69 percent increase.

The subcommittee is also recommending a 44 percent increase in funding for higher education research, an item for which Ashcroft had recommended no increase.

Following the recommendation of the Coordinating Board for Higher Education, the House subcommittee is recommending \$4.1 million for one-time equipment funding and \$1.5 million for challenge grants and endowments.

The recommendation awaits full approval by the House before being forwarded to the Senate for its recommendation.

Operations Appropriations Request 1988-89

	UM Request	CBHE Recommendation	Governor's Recommendation	House*** Recommendation
General Operations Percent	\$ 288,417,058 15.6%*	\$ 272,447,058 14.08%	\$ 250,348,173 4.83%	\$ 262,517,238 9.93%
Cooperative Extension Percent	**	\$ 11,706,145 10.5%	\$ 11,379,904 7.42%	\$ 11,237,899 6.08%
UMC Hospital & Clinics Percent	\$ 15,900,000 6.0%	\$ 15,890,125 5.9%	\$ 14,858,766 **** -0.9%	\$ 15,254,520 1.69%
Mo. Institute of Psychiatry Percent	\$ 2,412,000 12.2%	\$ 2,264,069 5.3%	\$ 2,184,020 1.58%	\$ 2,173,506 1.09%
Mo. Kidney Program Percent	\$ 4,216,276 4.2%	\$ 4,169,230 3.1%	\$ 4,049,953 1.10%	\$ 4,200,461 3.83%
Higher Education Research Percent	\$ 1,200,000 50.0%	\$ 1,200,000 50.0%	\$ 800,000	\$ 1,152,000 44.0%
Alzheimer's Fund	\$ 220,000	\$ 220,000	\$ 100,000	\$ 211,200
Mo. State Historical Society Percent	\$ 702,420 10.6%	\$ 677,547 6.6%	\$ 644,984 1.52%	\$ 650,445 2.38%
Engineering Equipment Grants	\$ 1,618,800	\$ 1,618,800	\$ 750,000	\$ 1,618,800
One-Time Equipment	\$ 12,000,000	\$ 4,128,940		\$ 4,128,940
Challenge Grants-Endowments	\$ 25,000,000	\$ 1,500,000		\$ 1,500,000

* Increases or decreases based on 1987-88 appropriations.

** Included in the request for general operations.

*** Action of Education and Transportation Subcommittee on 2/16/88.

**** Core reduction of \$300,000 to be offset by additional Medicaid revenues.

Long-range planning committees (Continued from page 1.)

• **The global economy:** *the University must recognize the implications of the global economy and the importance of an international perspective in its teaching, research and service programs. This necessitates a focus on internationalizing the curriculum, research programs and service functions to help ensure that students and those we serve maintain a global viewpoint.*

• **Demonstrating the value of the University:** *the University must find ways to demonstrate the value of the institution to the people it serves — the citizens of Missouri. In doing so, it must focus clearly on the statewide mission and unique contributions made by this institution, its four campuses and its extension programs.*

Christine H. Koukola, UMC assistant vice chancellor for university relations, chairwoman; Edward Bertnolli, director, UMR Graduate Engineering Center; John S. Blakemore, Columbia; Gerald T. Brouder, UMC deputy to the chancellor; Paul Dowling, retired chairman of the board, Nooter Corp., St. Louis; William J. French, UMKC vice chancellor for development; Mrs. Dudley Grove, St. Louis; Thomas Henderson, program director, University Extension; Guy M. Horton, executive assistant to President Magrath; E. Terrence Jones, dean, UMSL College of Arts and Sciences; David L. Kuehn, dean, UMKC Conservatory of Music; Lance T. LeLoup, UMSL professor of political science; John T. Park, UMR vice chancellor for academic affairs; and Mrs. William E. Pfeiffer, executive vice president, Commercial Lithography Co., Kansas City.

• **Telecommunications:** *as one strategy for achieving the University's objectives, it must further develop and use its new telecommunications network. This network is one of the most extensive available at any university, and it has the vast potential for linking the resources of the four campuses together and for extending University programs to all parts of the state.*

William H. Tranter, UMR Schlumberger Professor of Electrical Engineering, chairman; Randy Barron, president, Missouri Division, Southwestern Bell Telephone Co., St. Louis; Tom Brenneman, chief engineer for instructional video network, UMKC; Allen W. Hahn, research investigator, UMC Dalton Research Center; M.

Thomas Jones, UMSL special assistant to the chancellor for budgeting, planning and institutional research; John C. Lysen, director, UMC engineering experiment station; Richard E. Morgart, state vice president, GTE, Columbia; Gary W. Nahrstedt, UMKC professor of education; Donald Nigg, retired director of engineering, Bendix Corp., Kansas City; Larry Patton, UMSL consultant to the chancellor for telecommunications; Ginny Pearson, UMR director of media-based programming; Tom Sowers, entrepreneur, Rolla; and James Summers, program director, University Extension.

• **Reallocation:** *the University must continue to help itself through reallocation of resources from lower to higher priority uses. Over the first three years of the present long-range plan, the University will have reallocated \$20 million — well in excess of the budgets of virtually all of the University's individual colleges and schools. Nevertheless, the University must continue to assure itself and its supporters that it has done the best it can.*

James T. McGill, UM vice president for administrative affairs,

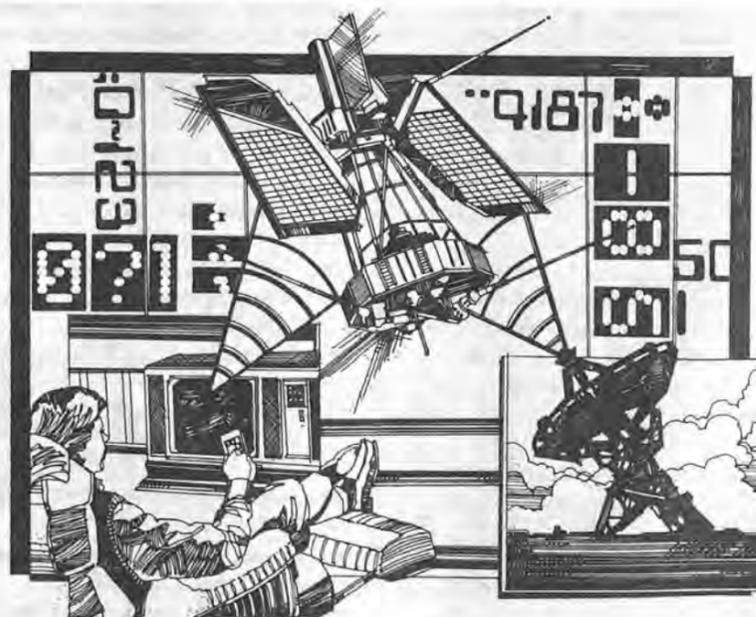
chairman; James Anderson, president, Anderson Engineering, Springfield; Ruth Bryant, vice president, Federal Reserve Bank of St. Louis; Lois B. DeFleur, UMC provost; J. Joseph Doerr, UMKC vice chancellor for administrative affairs; Thomas J. Freeman Jr., chairman, UMC Department of Geology; William A. Hall, president, Hall Family Foundation, Kansas City; James Ollar, director of administrative management, University Extension; Donald Phares, UMSL professor of economics; Eleanor B. Schwartz, UMKC vice chancellor for academic affairs; Neil K. Smith, UMR vice chancellor for administrative affairs; Blanche M. Touhill, UMSL vice chancellor for academic affairs; and Don L. Warner, dean, UMR School of Mines and Metallurgy.

Magrath has asked the committees for progress reports in April and final reports in time for a report to the Board of Curators in early summer.

According to Richard Wallace, UM associate vice president for academic affairs, other individuals from without the University community yet may be appointed to some of the committees.

Magrath is asking committees to determine priority areas, set future objectives and identify ways to achieve UM's goals.

Linda E. Voigts, UMKC Curators' Professor of English, chairwoman; Jeffrey B. Chinn, UMC vice provost; Erwin Epstein, UMR professor of sociology; Edwin Fedder, director, UMSL international studies; Roger Guffey, president, Federal Reserve Bank, Kansas City; James M. Malouff, president, Greater American Development Corp., Kansas City; Henry Mitchell, UMKC associate vice chancellor for academic and international affairs; Jim Pogue, UMR professor of English; David Price, vice president and general manager, Monsanto Agricultural Co., St. Louis; Robin A. Remington, UMC professor of political science; Stuart Symington Jr., Thompson and Mitchell, St. Louis; and James P. Tushaus, UMSL associate professor of business administration.



Regina Sinclair

"I wanted a challenge. I wanted something that would give me the opportunity to grow and develop. I like getting up in the morning and thinking about the problems I can solve that day."

Regina Sinclair got her wish.

On Jan. 4, she became the first preservation officer in the University's library system. And, beginning Feb. 29, she started a preservation internship at The Johns Hopkins University in Baltimore.

According to Tom Shaughnessy, director of UM-Columbia libraries, Regina is the first minority preservation specialist appointed in an academic research library in the United States.

She brings to her position not only a master's degree in library and information science from UMC, but a wealth of experience in administration, teaching, business, social work and research. Originally from St. Louis, Regina found her way to UMC after a year's teaching assignment at Drury College in Springfield. She saw that preservation was becoming an important area of library work, read everything she could find on the subject, applied for the job at UMC and now, two months into her position, says, "It's great being here. I'm extremely happy with my decision."

With sound experience and unlimited enthusiasm, Regina Sinclair is ready to tackle preserving UMC's library collections.

"But I make no pretenses of knowing all there is to know about preservation. I have had to ask a lot of questions since my arrival. Although you would think from my title that my work would be primarily administrative, it's not at all. I do a lot of hands-on work with books, and I hope I always will. But people here are teaching me the nuts and bolts of things. After my internship, I hope I can bring back some preservation techniques that will help preserve this university's collection."

Regina's position was created as a result of a study done by the UMC library staff and funded by the National Endowment for the Humanities. The UMC libraries were one of 10 library systems selected for the study.

Through sophisticated sampling techniques, library staff monitored temperature, light and humidity fluctuations in the collections. Those three things, along with dust, are the main culprits in hastening the deterioration of the nearly 3 million volumes in the libraries. The results of the study determined that a preservation officer was needed and, if possible, that person should be assisted by a conservation technician. So far,

Regina's position is the only one that funding has allowed. So her duties are varied.

"One thing that I had to educate myself about was the difference between preservation and conservation," Regina says. "If you think of a library having as its first goal making materials available to patrons in a usable form, preservation ensures that. Preservation means maintaining the intellectual content of a book, for example, either by reproduction or putting the information on microfiche.

"Conservation, on the other hand, means protecting that volume as much as possible in its original physical form, which means repairing the binding, mending the paper, doing whatever is needed to assure its physical integrity. We are hoping that when we can hire a conservation technician it will be a person with some chemistry background who can work with treating the paper and maintaining its quality."

The problem is actually more than 100 years old.

Paper used in the mass production of books since the mid-1800s contains traces of acid used to soften the cellulose fibers in the paper-making process. This acid continues, over time, to corrode the paper fibers, and the pages grow brittle with age. That, coupled with limited shelving space and poor treatment of books by patrons and library staff, completes an army of enemies to the conservation of the collection.

"Part of my responsibilities includes the education of the patrons and the staff in the best way to protect the collection," Regina says. "For instance, we have been in the habit for years of using rubber bands and paper clips on books. Neither are preservationally sound, unless you use the plastic-coated paper clips that are more expensive.

"I have lectured to some of the library science students about preservation, and upon the completion of my internship, I will be holding sessions for library staff as well. We have developed many procedures for processing books over the years that are really not preservationally sound. We need to develop some new procedures and institute some changes to make sure that books are treated properly as a matter of routine.

"The preservation committee established before I came to UMC has been a tremendous help to me in getting started in administering this program. We meet biweekly. The members come from different areas of the library. I need a strong support base to be effective, and this committee has been extremely helpful. There is no way one person can do this alone."

Carolyn Collings, a member of the reference library staff, has already been helpful to Regina in such areas as working with the thymol chamber. Books treated in the chamber can then be rid of mold. At this time, the UMC library has no facility to slow the acidification damage done to books. The largest deacidification facility is at the Library of Congress. The technology for that process is extremely costly.

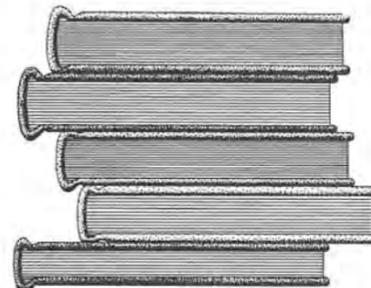
As far as books that are beyond repair are concerned, there is the possibility of reproductions, which are often expensive. And then, of course, there is microfiche. When one



Regina Sinclair, right, works with Carolyn Collings to treat books in the thymol chamber at UMC's Ellis Library. The chamber, which, when heated, works to remove mold from books, is but one part of a new effort toward preservation of the library's collection.

considers the cost of reproducing a small 100-page volume at the cost of \$55 or more in a hardbound edition, putting the material on microfiche becomes an attractive alternative.

"I try not to think of our limited funding," Regina says. "I try to concentrate on what is possible. But there are so many problems in preservation and conservation. For instance, no one on the custodial crews in the libraries is responsible for dusting the collections. And dust is a bad culprit. Many of our collections are exposed to direct ultraviolet light. And the ideal temperature for a book is about 55 degrees, which is hardly ideal for humans. Humidity is another problem. The ideal humidity for a book is about 50 percent. Some of our branch libraries have to open windows in the summer to get air. When you think of the high humidity to which those books are exposed, it's frightening."



So Regina has her challenge. At Johns Hopkins, she will learn book repair, mending and binding techniques, plus processing procedures and a host of other things that she can bring back and share with her staff when she returns in July. She would like to see the UMC libraries be at the forefront of a preservation effort throughout the state and the region.

Although UMC has just now been able to address the preservation problem, librarians have been aware of the need for more than 30 years.

"Preservation was first recognized as a problem in the 1950s," Regina says. "But for some reason our attention got diverted from it. Then in the 60s there was the flood in Florence, Italy, where thousands of books were damaged by water and mud. All of the preservation experts in this country took off to work over there, and preservation in the United States came to standstill.

"A librarian in the Library of Congress predicted that we would need \$300 million in a national effort to save tens of thousands of deteriorating books that have been published in the last 150 years. The deacidification

process only handles a limited number of books at a time. I don't know where all the money is going to come from."

And, Regina says, the problem is not just with older books. Today's binding techniques are not the best, and many new books need repairs within weeks after acquisition. That will be part of Regina's effort as well, to make sure the acquisition staff feels the books they receive are in good condition and well-bound when they arrive.

Regina admits she is not a workaholic. She sets goals and works steadily to achieve them, but in her free time enjoys more solitary pursuits such as fishing, reading, creative and letter writing and exercise. She collects stamps and finds tremendous relaxation in art. And, although not a solitary activity, she loves to roller skate.

She describes herself as a sponge, someone who is soaking up all the information she can in a short time. She plans to visit as many libraries as possible during her internship and get UMC's libraries plugged into the preservation and conservation network of professionals around the country.

"I asked the preservation committee what they wanted me to come back from my internship with," Regina says. "They know their needs better than I at this point, and I want to be in the position to be able to make good decisions. I want to set up procedures that have some permanence. Being the first person to hold this position makes it more challenging.

"But the long-range benefits of preservation are so compelling that anyone who works in the library and cares about the collection can tune into the importance of the effort. Everyone has an opinion on how things should be done, and that is helpful to me.

"I was told this was a growth position. That's what I wanted, and that's what I got."

Board names committees

UM Board of Curators President Jeanne V. Epple has appointed the following board committees for 1988:

Executive: W.H. "Bert" Bates, chairman; Eva Louis Frazer; John P. Lichtenegger and Edwin S. Turner.

Academic Affairs: Peter H. Raven, chairman; Sam B. Cook and Epple.

Finance: Frazer, chairwoman; Bates and James C. Sterling.

Long-Range Planning: Lichtenegger, chairman; Epple and Raven.

Physical Facilities: Turner, chairman; Bates and Fred S. Kummer.

Presentation highlights dreams of Missouri women

Margaret Nelson Stephens, the wife of Missouri Gov. Lon Vest Stephens, lived in the governor's mansion from 1896 to 1901. Her portrait now hangs in the grand staircase of the mansion.

A woman named Mollie Dorsey Sanford traveled with her family from Indianapolis to Colorado, crossing through Missouri in 1857.

A German immigrant arrived in Missouri in 1835 and in 1841 lost three of her children to dysentery within three weeks.

Another Missouri native had to flee her home in Saline County during the Civil War because she and her family were Southern sympathizers.

These and a host of other 19th and 20th century women will soon come to life as part of "Hardship and Hope: Heroines in Life and Art," a reader's theater presentation developed by Carla Waal, UM-Columbia professor of theater, and Barbara Korner, special assistant to UMC Chancellor Haskell Monroe.

Waal and Korner call "Hardship and Hope" a portrayal of the dreams and disappointments, aspirations and achievements of Midwestern women of the 19th and 20th centuries — images

that will hopefully inspire a more intense interest in Missouri history and in the personal family history of the state's residents. It's an excellent example of the kind of outreach that is possible through the resources of the University."

Like most undertakings of this nature, "Hardship and Hope" was borne of a simple request to Waal from a local group for a reader's theater presentation. Waal decided to ask Korner, whose educational background is in theater, to join her in the presentation. Korner, inspired by a book entitled "Pioneer Women" by Joanna Stratton, suggested that as a possible theme. From there followed hours of research, each fact or tidbit of information leading to another, until it became evident that an entire program could be developed around the lives of Missouri women of the 19th and 20th centuries.

Waal and Korner decided to apply for a grant from the Missouri Humanities Council, the state affiliate of the National Endowment for the Humanities. With the help of Howard Marshall and Vicky Wilson of the UMC Missouri Cultural Heritage Center, they obtained funding to

two performers. Simple costumes, highlighted with appropriate accessories and designed by Dennita Sewell, a UMC student, add to the color of "Hardship and Hope."

To encourage audience discussions, Korner and Waal will attempt to tailor each presentation to the area of the state in which they appear, although the majority of the program will be similar in all settings.

"Soft as the voice of an angel
Breathing a lesson unheard
Hope with her gentle persuasion
Whispers her comforting words."

A deep-rooted hope fortified the pioneer woman to face the hardships of the frontier.

A hope whispered to herself in her diary or journal.

A hope whispered to a sleeping child.

A hope whispered among friends—cherished jewels in the sparsely populated regions beyond the wide Missouri.

"It's impossible to estimate how many hours we have spent researching, writing, planning and rehearsing," Korner says. "Our sources seem to be unlimited, and the difficulty has been in selecting what to include in the program."

For selections, Waal and Korner tapped the resources of the Missouri State Historical Society, the Western Historical Manuscript Collection, sources at Lincoln University, the University of Nebraska and an entire host of local historical societies and private collections.

"Fortunately for us, there has been an increase in interest in this subject generally in the past few years, so there were many general sources available," Korner says. "Finding the specific Missouri examples was challenging and rewarding."

"We have enjoyed visiting museums and homes in the state. And we have a long list of other places we'd now like to see. As a native Missourian, my appreciation for the history of my home state has been greatly enhanced."

"In addition, we realize the need there is for a collection of this material," Waal says. "That might be a future project. And, we could easily develop an entirely different presentation from the material we have collected."

As part of their presentation, Waal and Korner will be distributing a 16-page illustrated brochure describing many of the women they portray and offering a bibliographical listing of sources for further reading.

"We are excited, not only as performers, but also about the opportunity we'll have to meet so many people where we perform throughout the state," Waal says. "This certainly is not just something to display our abilities. It really serves the purpose of helping people to appreciate their heritage and encouraging them to do this kind of research within their families and communities. Perhaps people can find family diaries and letters and develop presentations of their own. I hope we will promote a proliferation of this type of research."

"I think the presentation is an excellent example of the kind of

resource that the University is to the state," Korner says. "We could not do this kind of program if we didn't have the base of the University from which to start."

"It is typical of people who have devoted their lives to working in a University setting to want to research and share that information with others. This is just another way of doing that. Missouri history has now come alive for me, in much the same way that instructors attempt to make material come alive for their students. We hope we'll be presenting not only new information but an entirely new way of looking at history. History isn't just something to be put on a shelf, and diaries aren't just volumes to store in the attic. You find them, and you find out more about yourself."

Waal and Korner hope their presentation will encourage more oral history and recording of the oral traditions. Some of their material came from an interview of a local woman in her mid-90s.

Researching and writing 'Hardship and Hope' has made Waal and Korner more aware of Missouri history and more appreciative of the pioneering spirit of Missouri women.

"Our presentation goes beyond what some writers have called the 'sunbonnet myth,'" Waal says. "When we think of pioneer women, we have often conjured up an image of gaunt, sunburned women in calico dresses and sunbonnets. And although some of the women in the westward movement and in Missouri do fit that stereotype, most of them tried, as best they could, to establish homes on the frontier similar to the ones they had before their movement west."

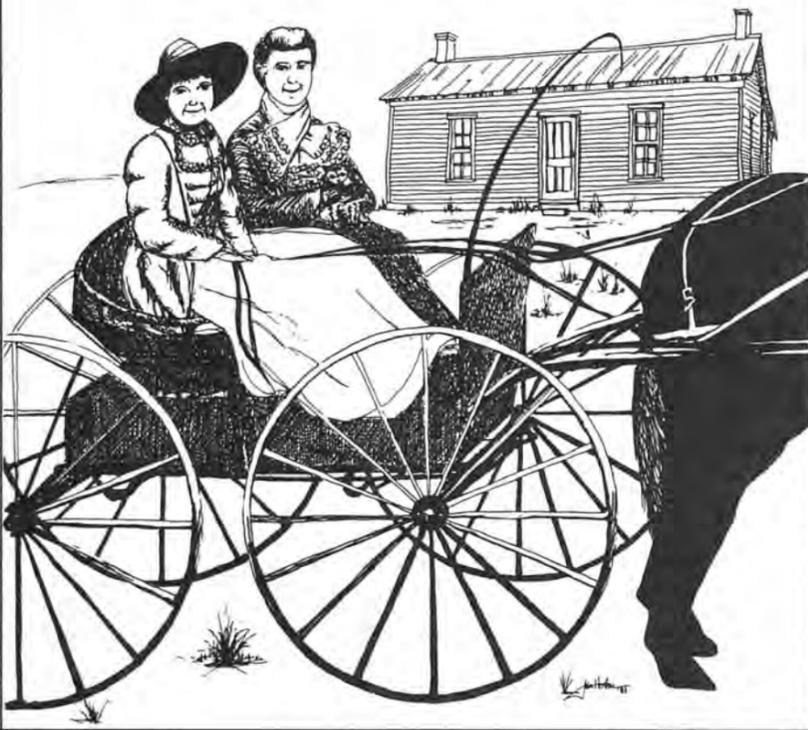
"So when we say pioneer, we mean it as more of a pioneering spirit — women who were notable for their personalities, strength, talents and inspiration."

"Although we often don't realize it, Missouri was really central to the westward movement because of the Missouri River," Korner says. "Much happened in this state, and it was a crossroads for the westward expansion. So we hope to not only portray the specific personalities of these women but also give a sense of the color of the times and the rich history of the state."

Anyone wishing to schedule a performance of "Hardship and Hope" should contact Vicky Wilson at the Missouri Cultural Heritage Center in Columbia at (314) 882-6296. Copies of the program brochure are available from the center as well.

HARDSHIP Heroines In Life & Art & HOPE

A portrayal of the dreams and disappointments, aspirations and achievements of nineteenth century Midwestern women



of women who were part of the westward movement and whose lives represent not only the personal but characteristic pioneering spirit of women of their time.

It has been a long labor of love, creativity, education and inspiration.

And it debuts March 12 at 7:30 p.m. in Mountain View followed by performances in Columbia March 15 and in the rotunda of the state capitol building on March 16 for an audience of Missouri legislators and the public. Other planned performances are in Boonville, Hannibal and Arrow Rock.

"We are thrilled to present a performance in the capitol," Waal says. "We see this as an educational program

develop the program into a full-length, 90-minute scripted presentation that features excerpts from diaries, letters, poems, newspapers, period and contemporary literature and music.

"We have tried to address some major themes in our selection of materials," Waal says. "We touch on the dream and hope of the westward movement, the excitement and hardship of the journey and the establishment of homes in the new land."

Waal and Korner portray, among others, wives, mothers, daughters, teachers, artists, nuns, postmistresses and actresses. Segments of the program are joined by music provided by the

UMC scholar finds rich oral heritage in South Africa

When a thief grabbed John Foley's briefcase from a hotel lobby in Belgrade, Yugoslavia, he took with him 17 lectures Foley had prepared for presentation at the University of the Western Cape and elsewhere in South Africa.

Foley, a UM-Columbia professor of English and director of the Center for Studies in Oral Tradition, was scheduled to spend Sept. 25 to Oct. 18 at UWC and neighboring institutions lecturing on oral tradition as part of UM's educational exchange program with UWC.

Thanks to computer technology — the furthest one can get from the subject of Foley's lectures — his presentations were awaiting him when he arrived in Capetown.

"Civilizations have grown from oral cultures to manuscript cultures to the invention of printing, and now we are entering what many media theorists call the age of word processing," Foley says. "Each one of these is not only a medium, but a way of realigning a culture's thinking. We don't think the same way in a culture with word processors as the people did in a culture dominated by an oral tradition."

That tradition of transmitting tales, poems and history orally is still very rich in South Africa. That's why Foley submitted his proposal for the exchange, and that's why UWC welcomed him to lecture to their faculty and to the faculties of other interested institutions. As a result of Foley's visit, there are promising prospects for publications by the UMC center and other forums.

In return, Foley is authoring an introduction to a collection of essays on oral tradition that will be published by several South African universities.

"I believed we could be of some help to them because of our center," Foley says. "We have the finest library of materials for that purpose anywhere in the world. We have the only journal devoted entirely to oral tradition and the only monograph series. We have that to share with them."

"What they have, which is really more precious than anything we have, is a host of living oral traditions. My idea was that both sides would really gain something from the partnership. And it occurred to me that this would be a way to boost the indigenous native identity of the non-white South Africans that expresses itself in the oral traditions but is often silenced by that repressive government."

"UWC has a project in what they call 'peoples' history' in which they are

At UWC Foley found a perfect match for UMC's enthusiasm for and interest in oral tradition.

for the first time writing down the history of the non-white people. It has never reached print before."

While in South Africa, Foley lectured to and consulted with six departments at UWC and visited with various departments at Stellenbosch University, the University of Natal, Fort Hare University and the University of South Africa.

His experiences there were fascinating.

Foley describes an existing oral tradition of praising the chiefs of various tribes. The *imbongi*, or professional praisers, make their living by praising tribal leaders by listing desirable titles, epithets and personal qualities that are known in the tradition and can be attributed to these people. They often do this for payment, and their presentations take the form of poems that are remembered and passed along so that the reputation of the leader becomes an oral one. That becomes his identity.

"It can work the other way, too," Foley says. "If you don't pay the *imbongi* well, his expounding may be more negative."

"But what is happening is that people who are particularly politically repressed, oftentimes in labor unions, are using the same format of the praise poem and expounding upon their troubles and deprecating those who are repressing them. The heads of unions and companies become, in a sense, chieftains who are being either praised or blamed. In this very oral genre, it is common for people to expound in this way. I thought it was a fascinating way in which the oral tradition responds in a way the written tradition could not to changing political times."

In another instance following a lecture, Foley was challenged by a student who wanted to know why he should be interested in any oral tradition other than his own.

"I understood his question quite well," Foley says. "My lecture had dealt primarily with the 'Iliad' and the 'Odyssey.' He saw these as texts and stories of the more privileged West and questioned why he should be concerned. I agreed with him that he should first and foremost be interested in his own literature, but that perhaps the better he understood the larger comparative circle of oral tradition, the more appreciation he might have for his own. It was an interesting exchange."

At the same time Foley found his visit exciting, he admits that it was at times tiring. Few people are engaged in writing; more time is spent in discussion. It has less permanence, Foley says, and poses less of a threat.

"I had the experience of actually living with some of my hosts, and so I was constantly engaged in conversations that were usually much less guarded than they would have been in a more formal setting," Foley says. "It was challenging and stimulating."

"But there is an inherent problem in collecting some of the oral traditions in South Africa because of the permanence that a tape recorder or written transcription of a statement gives those remarks. Some of the researchers in oral tradition are often frustrated because as soon as a tape recorder appears, many people believe it's a direct line to the government, and there is some question about the authenticity of their remarks. They are resistant to anyone recording or writing down their poetry or presentations."

As a result of his exchange, Foley sees the potential for tremendous growth in the area of studies in oral tradition in South Africa.

A committee for projects associated with oral traditions was established at UWC, a group that Foley believes can take national leadership in the field.

Several publications could result from the exchange:



Pat Nichols

John Foley, who heads UMC's Center for Studies in Oral Tradition, found a wealth of oral traditions during his visit to South Africa. "We can offer them research resources," Foley says, "but what they have to offer us is far more precious."

- A collection of essays on South African oral traditions to be published by the UMC center that would include contributions from UWC, Fort Hare University, the Human Sciences Research Council and others.

- A series of books to be submitted to the University of Missouri Press that might include topics such as Xhosa folktales, Afrikaans storytelling and, Foley's pet project, children's literature.

Foley's pet project is a collection of children's literature—'as varied as South Africa.'

"A woman in the School of Library and Information Science at UWC ran a conference called 'Children's Literature for all of South Africa's Children,' and had people from all over the country represented," Foley says. "Many people presented papers that she is now publishing. But I asked her if she would be willing to put together a volume of stories from various sources. So she's working on gathering them up and having them translated into English. If everything works out, we'll have a volume of children's stories as varied as South Africa."

Foley is impressed with the tenor of the overall exchange. "I would like to commend the University for its efforts," he says. "We have done more than any other U.S. university, and that is tremendously to Peter Magrath's credit."

"I would like to see it expanded so more of our people go to South Africa. They are so hungry for knowledge there, so hungry for what the exchange can give them. I have talked to many people since my return, and I find in them the same approximations of the South African situation that I had before my visit. Now I know that it isn't all policies and governments — there are people down there with the same goals and aspirations that we have. Even greater than the scholarly exchange is the increase in peoples' sensitivity so that instead of an emotional

and inflammatory response, you have a reasoned response that admits the complexity of the situation. That's the only way education in the real sense of the word can ever proceed."

Foley has plans to promote as part of the exchange an automatic contribution to UWC's library of works published by UM faculty.

"They have already started to receive many things on oral tradition from the center," Foley says. "But if everyone did that, it would greatly enhance their library. We all have spare copies of books, articles and tapes. Then we could arrange with colleagues at other institutions to give us things to send. Besides the postage, what would it cost? And you could build their library by leaps and bounds. Then there would be a permanent record after we have come and gone, and that would remain for all of the students who are trying so desperately to learn."

Foley hopes the establishment of the committee at UWC will boost them to national prominence in the field of oral tradition. He feels they have the resources to be the country's leader and become an international force as well.

"That's not a position that UWC is accustomed to," Foley says. "They have often had to turn to other institutions. But wherever I went, I was proud to say I was working through the sponsorship of UWC. And I look forward to going back."

"I don't know how many of the people there told me how much they appreciate what the University here is doing. So often it's easy for a professor to sequester himself or herself behind the garden wall and write books and articles and teach classes and not be very responsive to the world."

"Sometimes it's difficult, even if you would like to, to find a cause and a place where you can have an effect. We can have an effect at UWC. I had no doubt that many of the lectures I gave had an impact on peoples' thinking. They started to realize there was value in what their grandfathers were telling them. There is value in what the *imbongi* are doing. They are coming to realize the tremendous value of all their oral traditions."

"So, there are incredible opportunities there — for all of us."

General education: the foundation for the 'real world'

by Paul L. Hilpman

Professor of Geosciences
UMKC

Editor's note: The following comments are based on remarks presented at the February meeting of the Board of Curators in Columbia. The author was a member of a panel discussion concerning general education.

The nicest part about being last to speak is that my colleagues have already adequately addressed the subject — affording me the opportunity to comment more broadly on general education from the perspective of an individual faculty member. At the outset, may I express the view that there can be no more important task for the University of Missouri than to sustain a viable general education program at a time of escalating technology and changing social values. It is highly likely that educators will, to some extent, always disagree about how to achieve the goals of general education, but we must maintain a clear consensus that the general curriculum constitutes the core of the undergraduate experience.

This morning, while driving eastward from Kansas City into the sun, I passed the hours mulling over a lecture planned for tomorrow. It's a lecture in an introductory geology class that deals with time (in billions of years) and with distance (in light years). Based on past performance in exams, it is evident that my students

readily learn how many zeros must follow the number one to represent 10^9 years and (with the aid of the ever-present pocket calculator) they can also quantify a light year as a distance of 5.878512×10^{12} miles. I am not confident, however, that my lectures instill a "gut level" appreciation of how long a time period 1 billion years really is or how far one would travel in a year at a speed of 186,000 miles per second. Quite frankly, it is unlikely that any of us fully comprehends these concepts — I certainly make no claim to such understanding.

As the miles passed by, my thoughts turned to the subject of today's presentation and I found myself thinking of "general education" in a similar vein. Most of us can readily put forward a list of things we consider essential to a general education program, but I doubt we can honestly hold that we know precisely how to provide that sort of educational experience for all students all the time. It cannot be achieved by simply requiring a course in every discernible discipline nor can it be gained by exposure to an academic smorgasbord in a climate of unstructured freedom. However achieved, such a program of study reflects the educational philosophy of the faculty and is the product of much deliberation, debate and hard work.

Regrettably, the reward system within the academic community provides little incentive for faculty to evaluate curriculum matters beyond

their chosen discipline, and those who dare to do so court the suspicion of their more provincial colleagues, who view any attempt to modify the general curriculum as a threat to established turf. Historically, public and private interests have also directed little attention (or assets) in support of the general education curriculum, although successful executives frequently extol the value of general education toward fostering corporate achievement. It is interesting to note, however, that the personnel who interview and hire for such corporations consistently place a higher priority on disciplinary training. To put it bluntly, society, industry and higher education have all directed more lip service to general education than hard resources. It is imperative this truth be recognized.

In contrast, the marketplace has long provided a strong impetus for the University to enhance most professional/discipline program areas. Extramural feedback and funding from alumni, professional societies and industry facilitate curriculum review and revision on a somewhat regular basis, thus assuring a close match between a student's ability upon graduation and the current needs of the marketplace. The academic community and the business world have carefully nurtured this symbiosis, and society has, for the most part, been the beneficiary of the proceeds. Our present ability to harness the atom, probe outer space and manipulate genetic codes attests to higher education's success in the realm of disciplinary training. Such success, however, has also given rise to a host of "high-tech" problems, and one need only look closely at the achievements cited (the atom, space, and genetics) to identify some of the most troubling issues confronting the world today. Ironically, the requisite abilities and perspectives to adequately address these issues stem more from the general education experience than from the disciplinary training realm.

It should be remembered that the general education programs at the four

campuses within the University of Missouri are not likely to ever be the same. At UMKC (and at UMSL too, I suspect), the arts and science college continuously seeks innovative ways to respond to the educational needs of the demographically diverse constituency that inhabits the metropolitan area — and to do it with quality programs that are sensitive to that diversity. By way of example, students in the course offering I mentioned earlier commonly range in age from 17 to 70 years. Of the slightly more than 7,000 individuals that make up our undergraduate student body, only 700 are traditional freshmen in their late teens. Most of our undergraduates are "older" working students who transferred to UMKC from area junior colleges, many with an A.A. degree. Through our Program of Adult Continuing Education (PACE) leading to the bachelor of general studies degree, the college serves the needs of those who can only further their education in the evening and on weekends. These non-traditional programs have been so successful at UMKC that we now have greater parking problems at night than during the day, yet it might well be difficult to sustain such a program at one of the other campuses. For more than half a decade we have been offering interdisciplinary teaching blocks and cluster courses within our more traditional programs. Focusing on a particular point in time or space, a cluster course might offer an encounter with a historian, an artist and a geographer within the same course, each addressing the same theme from a different perspective. To my way of thinking, one of the most important components of this teaching/learning environment is the interactive experience enjoyed by all. In closing, may I emphasize the word "enjoy," for if we educators are to instill within our students the love of learning on a lifelong basis, then we must make the general education experience an enjoyable and enduring one.

Presidential election: education can and should be key issue

by C. Peter Magrath

UM President

New York Times education editor Edward B. Fiske's recent analysis of "How Education Came to be a Campaign Issue" was timely and insightful.

He correctly emphasized that candidates are convinced education is an important national issue but are having a hard time understanding its magnitude and dealing with it in their platforms.

Perhaps our politicians would not have so much difficulty if they gave education its proper place at the top of the list as THE ISSUE most vital for the future of our country.

As Mr. Fiske points out, many candidates try to fractionalize education into smaller parts, making education secondary to reversing the imbalance of trade, increasing U.S. scientific and technological strength and avoiding additional taxation.

The presidential candidates are dealing with only peripheral bits and pieces of the education issue. Some are calling for a re-emphasis of traditional educational basics, others for better preparation of and professional status for teachers and some propose tax-free savings for college expenses or new grant and tax credit programs to benefit students and their parents.

Wouldn't it be more realistic to see education as THE ISSUE that is the key to solving the fiscal problems that have developed as America's domination of the international economy has eroded?

Certainly international competitiveness, the balance of payments, the deficit issues and even national defense are linked with education. Our schools, colleges and universities produce the educated men and women who can keep this country competitive in the harsh realities of the international economic community. Our educational institutions supply the men and women who research, invest and develop new products, who improve our health care and who are a crucial factor in sustaining our standard of living.

America is fortunate to have developed in each state land-grant universities that are particularly suited to helping solve the challenges we are facing today. Their faculties have world-renowned experts in every field. Their research centers, although they have deteriorated as a consequence of declining federal support, have been a major force in the development of our technology. These institutions also have a unique network of extension operations which proved during the agricultural revolution that they can effectively place new knowledge into the hands of those who can put it to work for the benefit of us all.

What America's educational institutions — from primary through doctoral levels — need to do this job is adequate support from state and federal governments. This can only come from political leaders who understand the role education can and should play and who are committed to making the investments that are required.

For your benefit: questions and answers

I was informed in October of 1987 that I had reached the limit of insurance coverage on my outpatient psychiatric visits for the calendar year. That limit is \$2,000. Why is there a limit on that coverage? Are there any other kinds of treatment on which the insurance company has placed a cap?

Brenda Davis, account representative for Provident Life and Accident Insurance Co., says that UM employees are fortunate there is some coverage for psychiatric care. Many plans offer no coverage. The state has established guidelines that suggest insurance companies offer this coverage, but the University does not have to comply. However, it feels it should offer some level of coverage to its employees. Of the plans that do offer psychiatric coverage, there are very few that do not have some sort of cap on the level of coverage for outpatient psychiatric visits.

"The difficulty with reviewing claims for psychiatric or psychological problems with regard to medical necessity is that emotional disorders are difficult to document," Davis says. "It is much easier to document treatment involving, for instance, heart

disorders or other problems when a physician can demonstrate medical necessity for the treatment with x-rays or test results. It is harder to verify the need for psychiatric care because very often the records and documentation that would be needed are highly confidential, and physicians hesitate to make that information available. It is a highly sensitive area of medical coverage."

Davis says people who seek coverage for psychiatric or psychological treatment often have the feeling they are being penalized because there is a limit on the coverage for outpatient care for a calendar year.

"Employees need to remember that for many years this was not considered a medical problem and was not covered at all," Davis says. "Now, at least, benefit plans realize this is a medical circumstance and are providing some level of coverage."

"If a person is gravely ill, they are generally hospitalized for their treatment. In that situation, there is no limit to the University's coverage of the care after the deductible and out-of-pocket expenses are met."

Davis says there are no other areas of care on which such a limit is placed.

LTD program helps preserve family's way of life, home

Something told her that morning that she shouldn't go.

She felt tired, too tired to make the trip. But, she determined that if she didn't go that day it might be a while before she had another chance.

So Rhonda Polly drove to Central Methodist College in Fayette to investigate its bachelor's degree program in nursing. On the way back home, tired from having worked several nights in a row as a nurse at the UM-Columbia Hospital and Clinics, she fell asleep at the wheel of her car.

The car went off the road and struck a tree. Although Polly didn't know it at the time, her back was broken, and she was paralyzed from the waist down.

She lay her head on the car horn and waited . . .

When she began to awaken from surgery and realized that she could not move her legs, her mind began to race. How would she and her husband, David, make the payments on the new home they had built beside the lake in the country north of Columbia? Her youngest daughter was just beginning to enter school. How were they going to meet their obligations, pay their bills, keep going without her income?

While still foggy from the anesthesia, Rhonda asked for Fran Swanson, staff benefits coordinator for UMCHC, to come to the recovery room and tell her about her long-term disability coverage.

Though often tempted to work elsewhere, Rhonda Polly stayed with the University because of its benefits package. Now she's grateful she did.

"Fran was just great," Polly says. "She answered all of my questions, and even though I didn't remember all her answers and had to ask her again later, she was patient and very helpful. A lot of people would get frustrated with my calls all the time, but Fran has been wonderful. I know a lot more about the LTD program than I did when I signed up for it."

Polly admits she probably wouldn't have enrolled in the program, but she knew there was a possibility she might have some problems with diabetes later in life and become incapacitated. Not wanting to take the chance and hoping she would never need the coverage, she enrolled in the program.

"If I hadn't, we would have lost our house and lots of other things," she says. "The LTD coverage saved us. Between what it pays and what Social Security pays, the amount equals about 80 percent of my take-home pay. And when you consider that only 25

percent of what you get under the LTD program is taxable and Social Security benefits are not taxable at all, it probably comes out to be pretty equal overall."

Only 56 percent of UM's employees are enrolled in the LTD program. It's a program that many people feel they will never need.

"That's understandable," Polly says, "because many of the people the University hires are young or recent graduates, and they have no reason to believe that anything debilitating is going to happen to them. But I was 30 when I had my accident in 1986. Now I feel 60. Anything can happen. You just never know."

Polly has had three surgeries to correct the damage done to her back. She will likely have to have at least one more. Her sick leave ran out in the fall of 1986, and her leave of absence ended one year later. However, employees are eligible for continuation of medical benefits for two years following the end of the leave of absence if they remain totally disabled.

Before her first surgery, her doctors told her she would never walk again. However, after time and some therapy she has progressed to where she can walk about 100 tenuous steps with the aid of a cane. She cannot bend at the waist, and she must move slowly and deliberately. She tires easily. But her dreams of getting her degree in nursing and returning to nursing in some capacity have not been dampened by her condition. She graduated from the Burge School of Nursing in Springfield, which offers a diploma program. She attends evening classes at Columbia College currently to get some prerequisite courses completed and plans to enter UMC's nursing program this fall to earn her bachelor's degree in nursing.

She's optimistic now, hopeful for the future. But it wasn't always that way.

"It was so frustrating at first because Social Security won't pay any benefits unless you can prove you are totally disabled from doing any kind of work whatsoever, and then you have to wait a year for the benefits to begin," Polly says. "It made me angry. I wrote my congressmen. Finally I wrote Nancy Reagan and just told her how it was. I knew I would not be going back to work within a year."

"Shortly after I wrote to her, I got a call from Social Security. They were not very pleased with me, but then I was the one who was running out of money. They told me they would consider the case and respond within two weeks, and they did. I started to receive payments."

The University's plan, on the other hand, has a 149-day waiting period before benefits are paid. Polly's LTD benefits will continue in her current status for two years. From that point, benefits will continue only as long as she is disabled to the extent that she cannot be employed in a position for which she has background and in which she would be paid two-thirds of her previous salary. However, as soon as she would become employable in any capacity, her Social Security benefits would cease.

"I'm dying to get back to work," she says. "I miss it so much. So much of your socialization comes from your work situation. And although I may not ever be able to work on a hospital floor again, I could teach or do any

number of things in the field. I don't want to sit here forever. You can only watch so much television, read so many books and rent so many movies."

The Pollys' savings got them through the five-month waiting period for her LTD benefits to start, but it pretty well took care of their nest egg. In the event Polly is not able to return to work before the benefits from the University's medical plan cease, she and her husband are putting some of his monthly salary aside for her potential medical expenses.



Polly sits and looks out over the huge lake behind their new house. It's a beautiful two-story cedar-sided country home.

"We built this place ourselves," she says. "I know every nail in it. And we did it with the understanding that we would both be working and maintaining our income at a certain level. Although we can't have everything we want all the time, we still have this house. And it would not have been possible without LTD. You can't count on Social Security. It isn't enough."

Polly spent a great deal of time in rehabilitation at UMCHC's Rusk Rehabilitation Center.

With treatment and determination, Polly hopes to return to nursing after receiving her degree.

"I met one young man who had fallen out of his deer hunting stand," she says. "Another young man had a diving accident and broke his neck. Another person had been riding a three-wheeler and fell off and broke her back. Another lady was working in an emergency room when someone came in and starting firing a gun. She was injured and required therapy. The point is you never know what will happen, and most of the people I have met are young. Anyone can fall asleep at the wheel of a car. And someone could have hit me instead. It's foolish

not to have the coverage when it costs so little."

Under the University's plan, participation costs \$.70 per month per \$100 of the enrolled employee's monthly salary. For instance, if your annual base salary is \$15,000, LTD coverage would cost you \$8.75 a month. That is 75 percent of the program's cost. The University pays 25 percent. That is one option. Or, employees can choose another option under which the University pays 41 percent of the cost and the employee pays 59 percent. The basic benefits of

the plan under either option are the same, with a maximum yearly benefit of \$60,000.

However, under the first option, if an employee is receiving Social Security or some other public disability income, the total benefit can equal 85 percent of the employee's salary. Under the second option, the integrated benefits can total no more than 66 2/3 percent of the employee's salary.

"Sure, there are other ways to spend the money you pay each month for the program," Polly says. "But what is a tank of gas compared to your salary and the security of being able to keep your home and live as you are accustomed to living? Everyone has rent or some kind of living expense. Unless you have someone to help you through times like these, LTD is a must."

Polly plans to complete her bachelor's program, possibly a master's and maybe a Ph.D. She hasn't given up, and although she is in a lot of pain both physically and emotionally, her doctors tell her she is stubborn enough to accomplish just about anything.

"It's so hard because I want to do so many things I can't do," she says. "But through school I try to keep my mind active and off the fact that I can't work right now. I can drive a car equipped for the handicapped, but I'm scared a lot of the time. It's like falling off a horse and trying to get back on. The doctors think I have pretty much gotten back all the functioning I will get. But there are still things I can do in nursing, I just need the education."

"There were some times I considered working for other hospitals, but their benefit plans did not include LTD coverage, so I didn't consider it too seriously, and I'm glad I didn't. When I'm employed again, I'll buy the coverage — there would be no way to stop me."

Laurels

Warren Peterson, UMKC professor of sociology and director of the Center on Aging at UMKC until 1984, has received the first Distinguished Mentorship Award from the Behavioral and Social Science Section of the Gerontology Society of America.

Miles Patterson, UMSL professor of psychology, was named to the editorial board of *Human Communication Research*, a journal published by the International Communication Association.



Donald D. Myers, director of research services at UMR, has been named a member of the Advisory Committee for Patents and Trademarks of the United States Department of Commerce for 1988.

Lynette Feeney-Burns, UMC professor of ophthalmology, has been selected as a recipient of a Research to Prevent Blindness Senior Scientific Investigator Award.

Karen Bennett, UMC assistant professor of microbiology, received a \$25,000 Rockefeller Foundation Award for her research "Germline Determination in *Ascaris Lumbricoides*."

Bernard D. Beitman, UMC associate professor of psychiatry, and Javad H. Kashani, UMC professor of psychiatry, were elected fellows of the American Psychiatric Association.

Edward C. Bertnolli, director of UMR's Engineering Center, has been elected vice president for professional activities by the assembly of the Institute of Electrical and Electronics Engineers.

The regional screening team for the American College Theater Festival has chosen two UMC faculty members for commendations in excellence: Patrick Atkinson, for scenic and lighting design for "Breaking the Prairie Wolf Code" and Larry D. Clark for direction of "True West."

Sally Regan, UMSL assistant professor of English, was named editor of the WPA Newsletter by the Writing Program Administrators' executive board when it met at the Modern Language Association in December.

Weldon Durham, UMC professor of theater, was the recipient of the Kennedy Center Medallion for meritorious service to the American College Theater Festival, the highest honor the festival can bestow.

Raymond L. Ethington, UMC professor of geology, has been elected president of the Society of Economic Paleontologists and Mineralogists.

UMR Chancellor Martin C. Jischke has accepted an invitation from the National Association of State Universities and Land-Grant Colleges to serve on its Commission on Education for the Engineering Professions. In addition, he will continue to serve on its Committee on Federal Legislation.

Anton Brasunas, UMSL professor emeritus of engineering, has been elected 1988 national secretary of the U.S. Metric Association.

Richard Erickson, UMC professor of practical arts and vocational-technical education, was elected vice president of industrial and military training for the executive committee of the National Association of Industrial and Technical Teacher Educators.

Louise Arnold, UMKC professor and director of the Office of Medical Education and Research, recently was elected delegate-at-large to the Association of American Medical Colleges Group on Medical Education, Central Region Steering Committee.

Carl D. Settergren, UMC professor of forestry, has been elected a fellow in the Society of American Foresters.

John Miles Foley, UMC professor of English, has been elected president of the International Symposium on Oral Traditions at the University of London.

SPECTRUM

is published monthly by UM University Relations, 828 Lewis Hall, Columbia, in cooperation with the Columbia, Kansas City, Rolla and St. Louis information offices.

Editor: Mary Paulsell
Phone: (314) 882-0607



CENTRAL ADMINISTRATION
LINNEMAN, DORIS ANN
UNIVERSITY ARCHIVES
706 LEWIS HALL