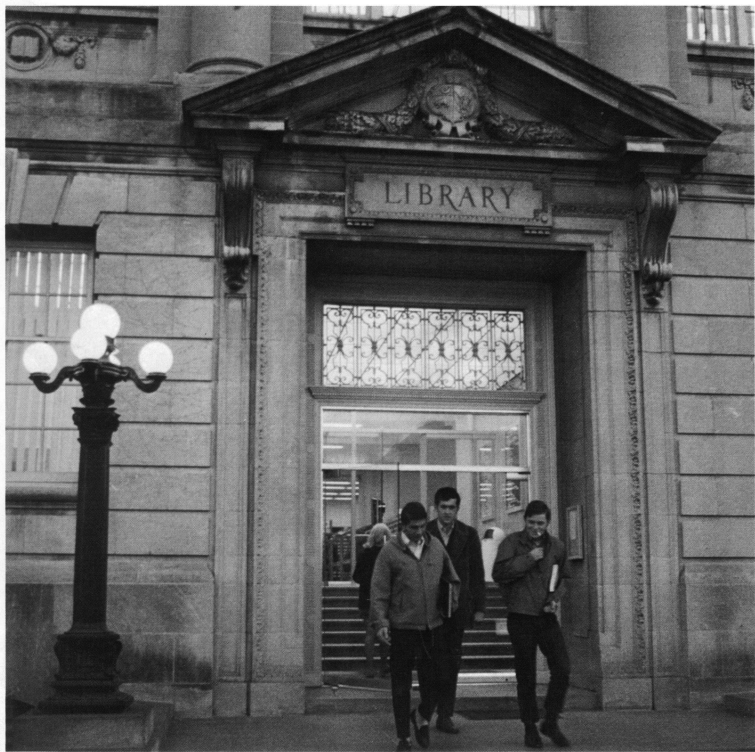


MISSOURI ALUMNUS

FEBRUARY 1970



The Village Inn . . .

says *Sports Illustrated*, is one of the favorite hangouts at Ol' Mizzou. They're right. The Village Inn—a relatively new pizza house near the Coronado—is a swinging place. At least it was one Thursday night that a group of us from the Alumni Office checked it ourselves.

Ye Old Ed was there purely in the interests of research. After all, you can't report accurately the goings on around the University and never get out of Jesse Hall. The others probably just wanted a beer. In any event, the three of us caused quite a stir.

We heard the dread whisper, "liquor inspectors," and some of the fuzzier cheeked youth quietly disappeared out the back door; some girls quickly shoved their beer cups to the other side of the table, and the management began a flurry of checking ID cards.

Later, after it had become clear that we were not liquor inspectors, the young managers allowed as how it was helpful to have us there.

"This has been one of our easiest nights to control," they said. "Come back any Thursday; we'll give you a free pitcher of beer if you'll just stand in a corner and look old." S.S.

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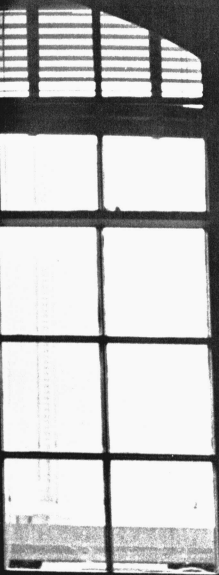
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Photographed by Paul Bower

Final

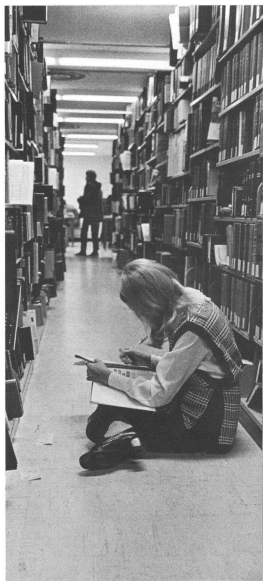


For the students at Ol' Mizzou, the approach of semester finals can mean hitting the books, looking for a short cut, or letting a pinball blot them from the mind . . .

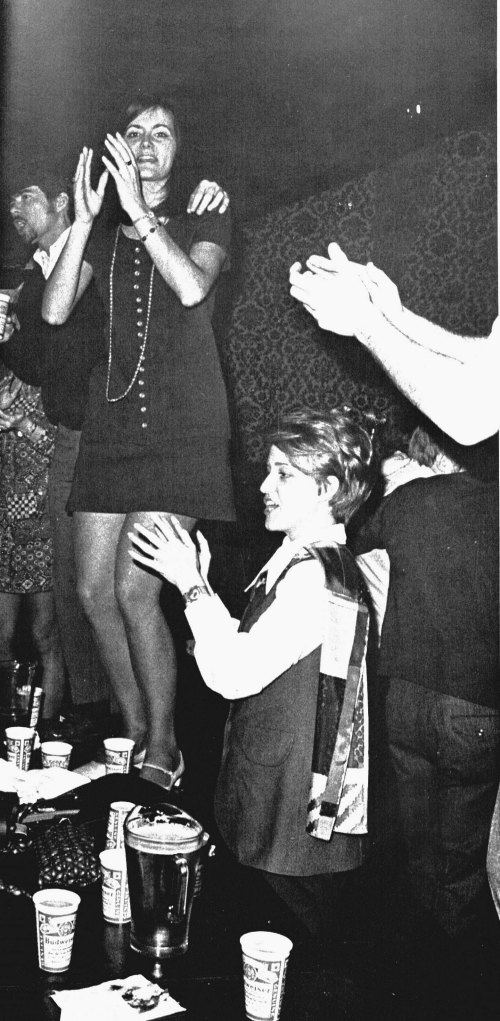


Fellowship at the Main Library with friends or some of the more than one million books makes studying easier and sometimes more fun (above). At lower right students queue up to wait for books on two-hour reserve.

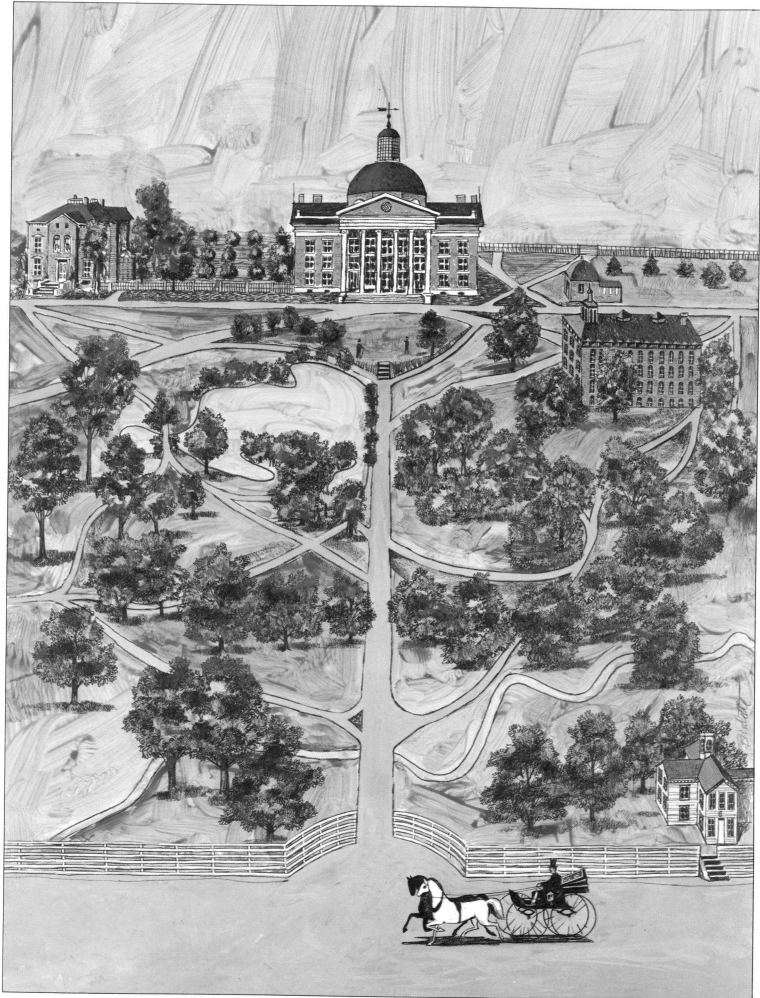








From the midnight oil and a last bit of cramming at the Commons to the test itself. Then, finals are over! And it's time for an impromptu table-top dance at the Village Inn.



Had Eugene Field ever reached the status of senior, his class prediction might well have been that he would either end up in jail or become a famous comedian. Instead, Field, who attended the University 100 years ago, has been immortalized as an emotional, sentimental children's poet through such works as "Little Boy Blue" and "Wynken, Blynken and Nod."

Missouri was the third college Field attended. His freshman year was spent at Williams College, the next at Knox. In 1870 he enrolled at Mizzou and spent two years here as a junior, along with his brother, Roswell M. Field. His years in Columbia comprised his final formal education before taking off for Europe and a fling at acting prior to settling down to newspaper work.

Despite the many schools Eugene attended, none of them apparently had a settling effect on the

irrepressible prankster. Music and fun occupied more of his time in Columbia than writing. He originated most of the entertainment programs at the University, and he wanted to start a dramatic group. He was noted for his singing, and his clear tenor voice was often heard over Lake St. Mary, located on campus, as he drifted in a boat singing and strumming his guitar.

Serenading was a favorite pastime, especially since it was strictly forbidden at Christian and Stephens Colleges. Naturally, Field spent a good deal of time singing under girls' windows, particularly at Stephens where the president was hard of hearing.

All of Field's fun was not derived from such innocent preoccupations, however. He was the ring-leader of 60 students who broke into wine cellars located under old Academic Hall and was brought



Centennial for a Field Day

By Betty Brophy



The campus of 1870 (opposite page) was a playground for the prankster, Eugene Field, above. At left is his favorite victim, President Read.

before the faculty.

Later, he was arrested for disturbing the peace by wild pranks and brought before the town recorder, C. P. Anderson. A seven-day trial ensued at which Field pleaded so eloquently he and his companions were all acquitted.

Although he was always in hot water with the faculty, Field was most popular with the students for his sense of humor, particularly with the young women. And Eugene was not the type to let his rivals get ahead of him in the courting department.

As North Todd Gentry recalled in an article by Sara Lockwood in a 1927 edition of the *Kansas City Journal-Post*, "Field and a boy named Richardson were to escort two young women to a party. They both desired to accompany the elder and prettier of the two. Richardson not only got ahead of Field in the matter of the desired partner, but he also beat Field to the livery stable and hired the only handsome turnout the place afforded.

"Field, however, was not wholly outdone. If he could not have the girl of his choice, he could at least have the handsome team. He gravely explained to the unsuspecting liveryman that he had talked the proposed ride over with Richardson and the latter had consented to exchange rigs with him.

"The liveryman allowed Field to take the best horses and Richardson had to put up with the plugs."

University President Daniel Read, whose daughter Mary occasionally dated Eugene, suffered more at the expense of Field's pranks than any other Columbian. The most often related story about the two concerns the president's favorite carriage horse in which he took a great deal of pride. He was less than proud, however, after Eugene shaved the horse's tail and mane. The next day Field donned a disguise and presented himself as a prospective buyer for the president's "old gray mule."

Obviously pleased with the success of this stunt, the student white-washed another of the president's horses which Read mistook for a stray and had removed from his property.

If the president's nerves were not shattered by that experience, surely they were after the infamous gunpowder plot. Field and his cohorts picked a cloudy night to pour a circle of powder around

The boys touched a match to the powder, and President Read was surrounded by a ring of fire.

Read's door. The prankster knocked and Read came out with a lantern. As he peered into the darkness to see who was calling, the boys touched a match to the powder and the dignified educator was surrounded by a ring of fire.

Despite the aggravation he caused the administration, Field did not always get the punishment his actions merited. As Colonel

W. F. Switzler related, "He had little standing among members of the faculty. These staid dignitaries, however, did not criticize him much openly for he was likely to retaliate in satirical verse. President Read, I remember, was once the recipient of much attention when that good old man ventured to criticize "Gene's doings. This poem is said to be the first Field ever wrote" (see next page).

Although they never distinguished themselves as students at Ol' Mizzou, E.W. Stephens once said of the Field boys, "Two brighter men, or men who have earned wider reputation in the field of letters, have never attended the University. . . . But neither ever studied very hard. They were unusually brilliant men."

The greatest honor bestowed upon Field during his stay in Columbia was the 1872 oratory prize, during a period when oratory was more popular than sports. It is no surprise that he was talented in that field, however, since his father was a famous lawyer who was once counsel to Dred Scott in the slave case that helped instigate the Civil War.

Like their father, both Field boys were excellent classical students, and they jointly wrote a translation of Horace which Latin scholars long considered one of the finest translations.

Mathematics, though, was another story, for both Roswell and Eugene failed the subject.

"It was a matter of principle with us," Roswell said in later years when he returned to campus. "Neither Eugene nor I cared for mathematics and this acted as a bar to our graduation, for in those days no degrees were conferred upon students who did not master the full mathematical course."

The lack of a degree did not hinder Eugene in his career, as evidenced by his fame. After his jaunt to Europe, he returned and married 16-year-old Julia Comstock of St. Joseph, sister of a University friend. He was first a reporter for the *St.*

VINUM ET PUERI

Louis Evening Journal and then editor for the *St. Joseph Gazette*. Later he was an editorial writer on the *St. Louis Times-Journal*, and it was then he began writing poetry in earnest.

In 1883, after managing the *Kansas City Times* and the *Denver Tribune*, he joined the staff of the *Chicago Daily News*, where he dedicated himself to writing a column, "Sharps and Flats," for which he was world-renowned.

Field died at the early age of 45, leaving his wife and eight children. For years after his death, well into the 20th century, grade schools celebrated Eugene Field Day as a tribute to the great children's poet.

Yet Columbians who knew him remembered the tall gangling youth who smoked a corncob pipe and always had an endless store of gags and pranks on hand. As Colonel Switzler said, "As a boy, 'Gene was hardly a model for rising generations, but he turned out all right in spite of his early shortcomings."

Apparently Field, being a true sentimentalist, retained a fondness for Columbia and the people who had tolerated his mischievousness. In an 1884 letter to Mrs. Pamela Royall, Roswell's ex-landlady, Field wrote, "I take for granted that you feel an interest in me, for it seems to me that you and the other good people of Columbia should consider me one of the Columbia boys. Believe me, I always have had and always will have a large corner in my heart for the dear old town and its generous, hospitable, courtly people." □



Unus March nox, cum Doctor D—
Jacet in lectum peacefully.
Existimat audire noise
Vemens (veniens?) ab damnatis boys.
Ille dixit, "Duterturbo,
Et Statim ab sacellum go."
Non sooner dixit quam 'twas done,
In vaim daret on the run.
Sed primus at Josephus' door,
He stops et rap, et—nothing more.
Josephus, too, in lectum lay,
Et planned up problems ad next day,
Et lost in meditatio deep.
Tamenque tired, could non sleep.
Cum suddenly a magnum sound,
Roused illum ab his thoughts profound:
A vox outside was heard to say,
"Come care Joseph, sans delay!"
Id was the Doctor's vox he heard
Et so he dressed sans nary word.
Et cum he ab the fares came,
He heard the doctor loud exclaim,
"Oh age, age! dear old *faller*,
Damnati boys sunt in the cellar!
Et ere nos know id, they'll have drank,
The vinum ex the vinum tank!"
"Yes, we'll away et spoil hoc fun
Et catch the rogues ere they're begunt
If I can't flunk 'em at their tasks,
Ego will flunk 'em at the casks!
Et nos will vero mimo see,
Si they can fool geometree."
Ita the duo make their way,
Ad vinum cellar sans delay.
The Doctor stands outside the door,
Audiet young kits in a war.
Says one, whose nomen I'll not state,
"If Doc come here I'll break his pate!"
Com lol the door was opened wide,
The Doc was seen, and by his side,
Sat carus Joseph, full of glee.
Et in his hand geometree.
Magnus deus, how the boys
Cessarunt ex their drink et noise!
Et unus Senior, on his knees,
Cries, "Doctor, let me go, sir, si tu please."
A Junior dixit in contrition,
"Don't keep me off from exhibition."
A Sophomore, wild and in despair,
Describes triangles in the air.
Cum, care Joseph cries with glee,
"State problem tenth, from Liber three."
The frightened pueri all crowd
Around the Doctor, who, aloud,
Proclaims ut he will have to see,
Them ranged before the faculty.
Sed gloria to that faculty,
Doctor cavet, pueri, free.

Ager Primus

"Wine and Boys," above, supposedly Field's first poem, followed the wine cellar episode. Read (Doctor D—), awakened by the noise, joined math professor Joseph Ficklin in catching the offenders in the act. No severe action was taken.

Dan Devine and I joined the faculty of the University of Missouri-Columbia the same year, 1958. Not much attention was paid to this fact. His arrival, of course, was headline news while mine was announced in the customary brief press release and produced a few words of welcome from local realtors and bankers. Both of us, however, hoped to make substantial contributions to the development of the University. He hoped to restore Missouri football to the top ranks; I hoped to develop a significant teaching and research program in recent United States history. No one could now doubt that he has succeeded, and I believe the program in recent U.S. history has moved forward rather well.

Does this brief outline of two careers, one athletic, the other academic, suggest that the two do not conflict? Can we build a great university at the same time that we are moving to the front in college football? Or are the two at war with one another?

The answer, I would suggest, depends upon the quality of the people involved in these different parts of university life. They are not inherently incompatible.

I would not deny that there are conflicts between the athletic and the academic sides of university life. Both consume time, and the time consumed by one is not available for the other. While football scholarships open intellectual opportunities for some boys who would otherwise be denied them, participation in football prevents many from developing as fully intellectually as they might had they been free of practicing, playing, planning, and worrying about football. Looking back on a very disappointing game also gets in the way. I have known athletes who could have accomplished much more in my classes if football had not imposed such great demands upon them, and I suspect that nearly every football player who fails academically does so because he does not devote enough of himself to his studies.

Some coaches do not deserve their positions as faculty members. Some make negative rather than positive contributions to academic life. I refer to those who are brutal, vulgar dictators and who corrupt academic life (and the life of the nation) by preaching that there is no substitute for victory, drawing into college boys who should not be there, treating the players as mercenaries or slaves, pressuring faculty members in hopes of obtaining passing grades for a valuable member of the team, and losing interest in a player's progress toward a degree once his playing days come to an end.

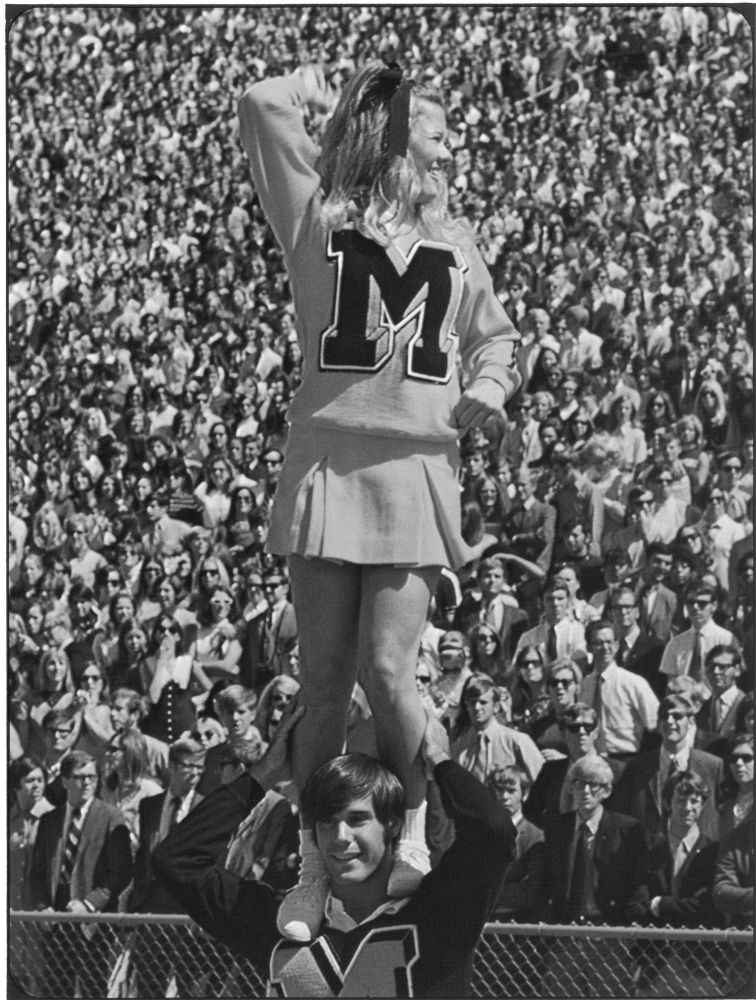
Under such leadership, football clearly clashes with the most important part of university life, the intellectual side. Universities rest upon assumptions about the intellectual results that flow from contacts among people of different backgrounds. Intellectual diversity and the exchange of ideas are the key concepts here. Classrooms provide opportunities for diverse people to come together and exchange ideas, but other parts of universities, including dormitories, function in similar ways.

In some football programs, the athletes are deprived of valuable intellectual opportunities. They are segregated in special dorms, forced to spend an excessive amount of time with people who share their unusually strong interest in football, and cut off most of the time from students with different interests and from the rich conversation that some students can supply. Their intellectual growth is hampered just as lack of sleep, an inadequate diet, or the use of drugs would harm their physical development.

One of the requirements of greatness in a university is the free exchange of ideas. It is the basic requirement. And the free exchange of ideas implies freedom of expression. Every member of a university community must be free to express his ideas as long as he does not express himself in violent, disruptive ways. (Rioters, like censors, are enemies of the university.)

Can
A Great University
Live With
**BIG-
TIME**
Football

By Richard S. Kirkendall



Some football programs conflict with this theory of university life. The men in charge of such programs refuse to allow their athletes to express some of the ideas that are most important to them, such as their hostility toward racism. Participation in any demonstration, however orderly and peaceful, or any word of protest leads to dismissal from the team and loss of a scholarship. These football players are not free to behave like students in a great university. "After I quit," one former California football player testified, "... I felt free to be a person, to move toward humanistic expression."

Tiger coaches don't pressure faculty.

But how does all of this relate to Missouri football and the aspirations of the Columbia campus? Missouri coaches do not recruit many boys who should not go to college. (All of the football players I have known here have been intelligent enough to succeed in college, and I was not surprised to read in a recent issue of the *Kansas City Star* that one Tiger player was making an A in English and a B in Philosophy.) Missouri coaches do not impose pressures on faculty members. Missouri does not have an athletic dorm. Missouri football players enjoy freedom of expression. (Jon Stagers, for example, felt free to criticize race relations in Columbia on national television.) And Missouri football teams are enormously successful!

These facts support my major themes: Football and academic life are not inherently incompatible, and the relationships between the two depend upon the quality of the people involved in them. Coaches do not need to behave in ways that are out of harmony with greatness in a university in order to produce winning football teams; football can prosper without harming the most important part of the university if the coaches have an adequate amount of respect for the intellectual life of the community and for the human beings who play the game. The evidence suggests that Dan Devine and his lieutenants are men of this quality.

So far, I have been looking almost exclusively at only one side of the story. I have emphasized only one small segment of the student body, the

football players. But what about the much larger part? Does not football divert the attention of these people away from more important activities? Do they not suffer intellectually because they are encouraged to applaud a small band of highly skilled athletes and coaches on Saturday afternoons and to talk about them during the remainder of the week? Does not the glorification of physical activity lead to the denigration of intellectual activity?

Evidence can be found to support these criticisms. Football does have a large anti-intellectual dimension, and it does dominate some campuses. And we do not need to accept some of the claims for it that have been made to counter the criticisms. We should doubt, for example, that it saves libraries by providing healthy outlets for tensions.

Football does provide outlets for tensions. It does draw attention away from other matters. This, however, can be a virtue. Everyone needs diversions. Even the President of the United States needs to move away at times from his emotionally and intellectually demanding pursuits. James Reston recently chided those who criticize President Nixon's love of football "in a tone that suggests he should stay home and cut the White House lawn."

Football has demonstrated its ability to provide excitement and enjoyment for large numbers of people, as well as presidents. One commentator suggests that sport is "the one major social institution that can be guaranteed to provide surprises. . . ." It is "full of the unexpected: unpredictable reversals of form, minute but crucial bits of good or bad luck." Football can be fun, at least for those who watch, and it need not consume an excessive amount of their time.

Football can build bridges across some of the gulfs that divide . . .

Football is also an often enjoyable and exciting diversion that can draw together people who are otherwise separated in a large, complex university. It can supply them with a sense of identification and an experience they can share and discuss. Perhaps a college president went too far when he praised football for taking "hold of the emotions of the students in such a way as to make class distinctions relatively unimportant" and for making "the students get together in the old-fashioned democratic way." But football can build bridges

Dr. Richard S. Kirkendall, professor of history, is chairman of the history department at the University of Missouri-Columbia.

across some of the gulfs, such as the racial gulf, that divide members of the community. In some places, the sport remains a segregated institution, but that is no longer true of Missouri. We have even discarded recently some of the remnants of our "Jim Crow" past, such as "Dixie."

Furthermore, football is not unfair competition. Intellectual pursuits can compete successfully against it. There is evidence of this on the Columbia campus as well as other places.

Once again we are driven back to the question of the quality of the people involved. If a university contains inspiring teachers, then it will not be overwhelmed by football. The sport will fall into its proper place as an exciting and entertaining diversion, and intellectual life will be seen as so exciting and satisfying that it will be recognized as the most important part of the university.

Bowls create 'image' problems.

Dramatic events, such as the Tigers' frequent appearances in bowl games, do create an "image" problem for a university. Although the sport has long been praised for its public relations role — for its ability to broaden interest in a school, bowl games and the like can suggest to the public that a particular university is a "football school," interested only in the clashes that occur on the gridiron, and the public can conclude that only that aspect of university life is worthy of substantial support. Apparently, some people do believe that a university exists only to field a football team and to provide an occasion for a rolling party. But here again we reach the question of quality. The people inside the university must skillfully project beyond the boundaries of the campus a sense of the significance of their activities, and the people outside the university must be sufficiently sophisticated to recognize and appreciate the value of the intellectual vitality, diversity and freedom of a great university.

Sports Illustrated suggested that Ol' Mizzou's "dominant culture remains beer drinking and football loving," but I doubt this generalization. If football does dominate the spirit of a university, if a school revolves around football, then some people in it or associated with it are failures. Perhaps the students or the faculty members or the administrators are to blame. Or perhaps the fault lies with the people upon whom the institution depends for financial support.

In the area of finances, there is potential conflict between football and the hope of building a great university in Missouri. The academic and the

Football should be self-supporting.

athletic sides have been hit simultaneously by serious financial problems. At the same time that universities are encountering renewed opposition to spending on higher education, football programs are facing rapidly rising costs. The latter problem could generate damaging conflict if football tries to solve its financial problems by draining away funds that are needed elsewhere. Football could block efforts to build a great University of Missouri if funds were diverted away from the library, for example. The library is one of the most valuable and most distinguished parts of the Columbia campus, but it faces serious problems that can be solved only by a substantial increase in financial support. A library is, of course, a more important part of a university than a football team.

The way to avoid conflict is to seek solutions to football's financial problems that are in line with football's tradition of self-support. Football has, in fact, financed most athletic programs. Perhaps the proposal to increase the number of games should be accepted. (We would not seek to imitate Harvard of 1882 which played a 28-game schedule!) Other possibilities are another increase in the price of tickets and additional TV exposure. Hopefully, the new auditorium will enable the other sports to make larger financial contributions. (Norm Stewart's basketball teams seem certain to fill the place.) In seeking solutions to football's financial problems, men of high quality will be guided by a proper sense of the relative importance of the different parts of the University.

Big-time football has not stunted our intellectual growth.

Devotees of the life of the mind need not despair when they see the Tigers drive to a nine-and-two season and sixth place among the nation's football powers. Rather than attack football, they should step up their efforts to move the University generally to such a high position. At the same time, those of us who are so inclined can continue to enjoy the kind of football that has been available for a decade. It has not stunted our intellectual growth. □

THE CAMPUS NOBODY SEES

By Steve Shinn

When alumni return to Columbia—especially after being away for 10 or more years—they “simply can’t get over how much everything has changed.”

They marvel at the new buildings, look with awe at the size of the new multipurpose auditorium under construction, and point out to their children that the army barracks they lived in when they were in college have been torn down in favor of a medical school.

The returning alumnus also takes comfort, of course, in the Red and White campuses, which include landmarks that never seem to change. If he looked farther, he might come across some University buildings that also were here when he was.

But he probably doesn’t notice, because they make up a campus nobody sees. No one particularly wants to.

Fifty old homes—in various states of repair, and disrepair—are used by the University to house teaching faculty, researchers, and service departments.

The property was purchased by the University as part of its land acquisition program to provide sites for future building. But no money for capital



603 Sanford
Education



823 Virginia
Veterinary Medicine



817 Virginia
Veterinary Medicine



619 Kuhlman
Fertilizer Control



514 South Fifth
Extension (Correspondence)



701 Hitt
Atmospheric Science



307 South Fifth
Missouri Statewide Testing



306 Watson
Political Science Extension;
Business and Public Administration Faculty



601 Sanford
Office Space



304 Watson
Office Space



111 East Stewart
Research Center for Social Behavior



515 South Sixth
Education



1108 Paquin
Office Space



511 Turner
Computer Center



604 Kuhlman
Romance Language Faculty



816 Conley
Traffic Safety

THE
CAMPUS
NOBODY
SEES
CONT.

improvements has been forthcoming from the state for a couple of years, and the houses have been pressed into University service.

"Almost without exception, these old homes are unsuitable as offices and research space," says Dr. Al Metcalf, assistant to the Chancellor, "but we really have had very little choice. In fact, there are 298 faculty members on the Columbia campus who are entitled to office space, but do not have it—even in an old house."

Metcalf, who has been assigned campus space allocation problems by Chancellor John Schwada, recalls that the House Appropriations Committee members were shocked on a visit here at the houses at 1115 and 1117 University housing Arts and Science and B & PA faculty.

(There may be more rationale for the house at the corner of Watson Place and Elm. Once locally famous as a hippie haven, it now is a home for a colony of squirrels used in zoological research.)

In spite of a statement made some time ago by a state legislator that "if you put any more concrete in Columbia, it will sink," the fact remains that all four campuses of the University—



1117 University
Business and Public Administration; Political Science



705 Gentry
Office Space



703 Missouri
Archaeology



606 Kuhlman
Music Department



1115 University
Arts and Science; Economics and Zoology



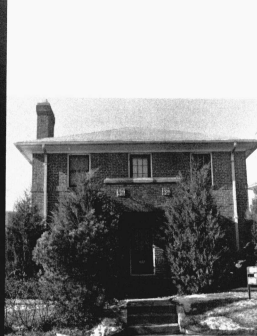
709 Missouri
Physical Education



1005 Rollins
Office Space



301 Watson
Zoology



607 Kuhlman
English



832 Hitt
Physical Education



613 Gentry
Psychology, Anthropology, Classical Languages



1110 Paquin
Agriculture; Animal Husbandry



307 Watson
Office Space



613 Kuhlman
History Professors



305 Watson
Journalism (Faculty and Laboratory)



303 Watson
Psychology



611 Kuhlman
History; German

THE
CAMPUS
NOBODY
SEES
CONT.

as well as many other state agencies—are in dire need of major construction programs.

This year the University is seeking \$50,766,000 in capital improvements, including some \$30 million on the Columbia campus. The projects, all designed to satisfy immediate requirements, range from a first-priority item of \$6.4 million for a boiler and turbo-generator to provide heat, air conditioning, and electricity for campus buildings; to a second-priority item of \$4.5 million for a general classroom building for 2600 students; to a third-priority item of \$5.4 million to be used with \$10.8 million in federal funds for a veterinary medical complex. The veterinary school on the Columbia campus is reportedly in danger of losing its accreditation because of its facilities. Not even on this year's list is an addition to the main library, which rapidly is becoming overcrowded.

And, of course, these requests largely ignore men and services now in the 50 houses. There's a total of 130,174 net square feet being used in these old homes. At today's construction costs, that represents a \$5-million building. □



609 Maryland
Child Study Clinic



611 Gentry
Romance Languages



223 South Fifth
Extension



1007 Rollins
Agricultural Editor; Forestry



311 South Fifth
Research Grants



617 Kuhlman
Storage—Bookstore



606 Maryland
University Services; Auditor of Student Organizations



616 Kuhman
Office Space



819 Virginia
Landscape Architecture



612 Kuhman
Honors College



705 Hitt
Agricultural Economics;
United States Department of Agriculture



307 Hitt
Personnel



309 Hitt
Personnel



1004 Elm
Extension; Sociological Quarterly Review



605 Sanford
Art Department



900 Conley
Traffic Safety



309 South Fifth
Personnel (Stenographer Service)

The 'Retirement' of PAUL GORMAN

By Barbara Johnson



The Penn Central reported a loss of \$19 million for the third quarter, which although better than the \$40 million incurred in the first two quarters, still added up to a dismal outlook. The world's largest privately-owned railroad has been beset by outmoded equipment, dissension among the ranks, and angry passengers—especially commuters who estimate they lose four hours a week in delays.

Consequently, when the company's prestigious position of president opened up, the problems weren't ones most men would like to inherit, even though the job pays more than \$150,000 a year and offers such fringe benefits as chauffeured cars, a plane, free train rides, and two plush offices. But then Paul A. Gorman isn't most men.

A 1929 Missouri business school graduate, Gorman gave up his job as president of

The first order of business for Paul Gorman is an introduction to his Philadelphia office by Penn Central board chairman Stuart T. Saunders, standing. Gorman also maintains a New York office.



"I don't ask anyone to do something that can't be done, or that I couldn't do myself. You have to set goals that are reasonable and not run a company by edict. . . . If I don't get things done today it goes home with me tonight. There's no room for letting things pile up. New problems arise every day."

Western Electric, a well-financed company that is enjoying both economic prosperity and consumer favor as the 10th largest manufacturing concern, and took the Penn Central hot seat on December 1.

"I've made no guarantee," Gorman says. "But I'll give the job a try, and if I can't do it, I don't think anyone can."

That best explains the Gorman philosophy, which was nurtured on a Carrollton, Missouri farm as a boy, and experienced the years of depression, four years of self financing a college education, and some 30 positions from an accounting clerk at Western Electric to the chief operating officer.

Gorman actually had been contemplating retirement. He was 62 in December. He and his wife, Betty, were making plans to spend winters in a Delray Beach, Florida condominium and travel to the Orient, Ireland, and Spain, but somehow the challenge of putting the Penn Central back on its feet got into Gorman's blood. He was so anxious to begin at Penn Central that it wasn't more than a week from the time he stepped out of his New York Western Electric office that he was setting up shop in his new office on Park Avenue.

Acquaintances and subordinates describe Gorman as a man of action—not the genius, not the astute lawyer—but the dynamic type who gets into the action, learns all the vantage points, and delegates orders without arousing resentment. In fact, his mild manner engenders a certain visible admiration and enthusiasm from those under him.

Gorman sees his prime objective as setting a harmonious tone for the Penn Central to work under. "I don't ask anyone to do something that can't be done or that I couldn't do myself. You have to set goals that are reasonable and not run a company by edict."

He also lives by the motto, "don't put off 'til tomorrow what you can do today."

"If I don't get things done today, it goes home with me tonight. There's no room for letting things pile up. New problems arise everyday," he said as he answered a call from the board chairman, Stuart T. Saunders, on the status of a derailment from the previous morning and rumors that some of the executives are wanting to retire early.

Of the 80 top officials at Penn Central, 20 per-

cent of them have law degrees and most of them went to eastern colleges. Gorman admits that even today many of New York's corporate executives don't know the University of Missouri exists, nor do they know its caliber. "But," he says, "I don't think I could have learned any more in any other school, private or public. I had a general background, and I believe to be an effective company head, you need a combination of business and technology, not just a law degree. You have to be where the action is and understand it before you can run a company."

Although Gorman entered Missouri with the intention of becoming a banker ("There were four banks in Carrollton and bankers seemed to be the most successful men in town") his interests in college switched to math and economics with the hope of becoming an accountant.

Recalling that the only morning he ever overslept was the day of his on-campus interview with representatives of the telephone industry, Gorman said he arrived late and was about to leave for a class when they offered him a job at \$30 a week. He took it.

Although the 6-2 Gorman had played basketball in high school, he abandoned most sports and activities in Columbia to work — first firing the furnace in a house on University Avenue, where he lived his freshman year, then waiting tables at the Phi Mu sorority, later in a restaurant, then selling programs at football games, and finally working two years at the Campus Drug Store as cashier and clerk at \$12.50 for a 42-hour week.

"The University offered courses that gave a well-rounded education and put responsibility on the student. We weren't coddled to get our work done." He believes that this air of discipline was the very thing that made people get the most out of education and that one of the unhealthy changes in both education and family upbringing today is this lack of discipline.

"My mother most prepared me for this job," Gorman said. Ironically, though, she used to tell her son to get an education so he could go farther than the track workers pumping past the farm who made their living on the railroad.

That early exposure to the railroad is about the



Gorman and his wife, Betty, relax in their Summit, New Jersey home. They also have a condominium in Delray Beach, Florida.

only encounter Gorman has had with his new industry. He admits to being a novice and says he hasn't even ridden on the Penn Central's Metroliner, a swift turbo train that whisks passengers to and from New York and Washington D.C. That ride, however, was one of his first week priorities.

Although Gorman can now ride free on the railroads, he still plans to drive in from his Summit, N. J. home several times a week and into his New York office once a week. Much of the rest of the time he'll be traveling on Penn Central's 22,000 miles of track in 16 states inspecting service and getting to know his people.

Gorman sees as one of his most heady problems the need to get a profit from the company that has been plagued by the pains of a merger in 1968 that brought together the failing New York Central and Pennsylvania Railroads and this year's addition of the New Haven. He also wants to improve its badly disintegrated image. Passenger traffic is the biggest profit drain, and while Gorman believes there must always be commuter service, he's in favor of ridding the attitude that the public can get something for nothing. In other words, commuters may see higher fares, but more efficient service after Gorman gets a grip on the new job.

As one Penn Central executive said: "Mr. Gorman's been up to his chin getting oriented." He arrived at the office about 7 a.m. each day the first week and averaged 10 to 12 hours, but the new president vows this pace won't keep up for long. "I hope this will only be for the first few weeks," Gorman said and added with a laugh, "however, no one really told me the hours of this job." But as

at Western Electric, he's made it clear he'll always be available seven days a week.

In addition the new railroad executive is on the boards of Bankers Trust Co., Campbell Soup Co., C. R. Bard Inc., the Prudential Insurance Co. of America and of course, the Penn Central holding company which owns sizeable chunks of real estate including apartment buildings, land development, a pipeline company, amusement park, and part of Madison Square Garden. That adds up to more hours than there are in a day and little time left over for his favorite pastime — golf. He shoots in the high 80s, has an automatic putting device for living room practice, and cherishes a rare antique putter with a wooden blade.

Some say that the Penn Central can never be an efficient company. In-fighting between the old Pennsylvania and New York Central employees is rampant. But that might be the reason for choosing Gorman—he knows nothing of the railroad business, neither its faults nor its assets. With no prejudices, he perhaps can build morale and implement his own management ideas culled from 40 years of successful business experience.

"What this company needs is team work. If you don't have the right kind of people, you won't get the job done." Gorman has a long list of priorities and an early start on spring housecleaning.

He may even sometime retire. □

Now employed by Advertising Age magazine in New York City, Barbara Johnson (BJ '67) was formerly assistant editor of the Missouri Alumnus.

By Ginny Glass

Of Creosoted Trees and Bull-boards



"The American skyline," a Columbia campus horticulturist says, "is afflicted with a chaotic web of wire more like the weaving of a demented spider than the work of a rational and technological race of men." But Americans have become so "blind" to this ugliness that they fail to notice its absence in the "underdeveloped" countries of Europe, where the wires have been placed underground for years.

Ronald Taven, an associate professor of horticulture, is teaching students to develop a new sensitivity and awareness to their environment. His course, landscape appreciation, concentrates on the art and harmony between man and his land.

Landscape appreciation, however, is not offered as a "home gardening course," Taven explains.

Students are not interested at this point in landscaping their own homes. "This is actually a course in the art of designing and planning the environment."

"Everyone is a part of the landscape, because one cannot escape it," Taven says. "Unfortunately, man can live without such arts as music and painting, and many do, but man cannot live without the landscape."



The three-hour course covers, in Taven's words, the "aesthetics of garbage cans to the design of highways; shopping centers to national parks." In the first third of the course, Taven discusses the natural landscape, areas like parks and wilderness which remain unaltered by man. The latter portion of the course concerns man-made environments such as highways, rural and suburban areas, and the city.

One of the main objects is to help students learn to open up the unused channels of sensory impression. "We do not see, let alone comprehend, the living landscape through which more of us each year move along through ever greater distances," Taven says. "Exploring and understanding the landscape is largely a matter of becoming receptive to what lies all around you."

While visiting Hawaii, even his wife failed to notice that it is the only state without billboards (he calls them "bullboards"), a subject which has provoked considerable controversy among outdoor advertising companies and the people who have paid for the highway with tax money.

Yet Taven does not equate his course, which he began in 1965, with any type of national "beautification" project. Rather, its essence is "quality."



A large portion of Ronald Taven's classroom preparation is done at home with the aid of his equipment . . .

Taven emphasizes that the design of the landscape is truly an art that should be the "concern of all persons who care about tomorrow."

A member of the faculty for 12 years and a 1969 recipient of a faculty-alumni award, Taven believes that this "art" cannot be learned by listening to a series of canned lectures. He feels a teacher who goes beyond encouraging the memorization of facts can teach a student to learn by creating curiosity about the world around him, thus the student will continue the learning process as long as he lives. The thousand or so students who sign up for his course each year would seem to substantiate the popularity of the teaching method. These students, the majority of whom are not horticulture majors—the department in which the class is offered—find this course applicable to other subjects.

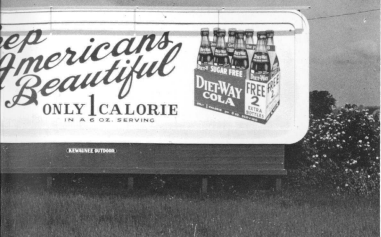
During the class periods, Taven often uses an audio-visual system that utilizes photography, music, and art. This 120-pound machine, which he designed himself, uses dual slide projectors and a movie projector to emphasize points that are better said with illustrations. "This two-dimensional picture post-card world of film, words, and graphic presentation does not allow one to fully experience the landscape," Taven says. "These are merely the best tools I can use to present concepts of rich, full, and visual experience of the four-dimensional world out-of-doors."

For both teacher and student, the presentation is seen for the first time in class. The time factor in coordinating music, photography and art into a lecture presentation does not allow Taven any sneak previews. Since a large number of composers develop their works from some object or event in the landscape, Taven begins by using classical music to inspire a theme for his daily lecture. He then selects accompanying pictures from his collection of nearly 25,000 slides. Taven believes students pay for and are entitled to a good lecture, thus he changes his presentations each semester.

While he expects a great deal of himself, Taven also hopes his students will use the knowledge and inspiration they gain from the course to observe, analyze, and criticize the landscape in order

By using color slides, Taven effectively discusses problems with man-made landscapes during his lecture on "Bullboards," top, or he can point out the man-made beauty exemplified by a Kansas City apartment complex, right.





... He tapes music, around which he themes his lectures, and selects slides to enforce points.



to promote a more visually attractive, healthful, and livable environment.

The students seem to find the teacher's concern with the landscape "catching." They begin to notice, Taven says, "the visual richness around them and begin to realize that something is somehow wrong with man's relations with his environment." For Taven, one of the most rewarding aspects of his teaching comes from this mounting concern of the students for their landscape. "Students bring advertisements to class depicting the landscape and find the course relevant to the problems that should command our most critical concern—the environment in which we live."

By showing slides of Missouri, Taven personally involves a majority of his students. One such student recognized his parent's farm on a slide. Students then become personally concerned with problems affecting their particular area. For example, many students from larger cities begin discussing problems like urban transportation.

Because students are encouraged to develop their own opinions and because Taven attempts to guide them by acting the role of a "critic" with his opinions, grading landscape appreciation is somewhat difficult. Taven shuns use of any single text, as the sum-total of the course materials for it would not be adequate. Most textbooks with useful landscape pictures are not, he adds, within a reasonable price range for the student budget.

The ultimate test of the student's knowledge, Taven says, will not be found in his grade in Horticulture 10, but in the way he capitalizes on this knowledge for future use. In their chosen vocations, each student may someday have an opportunity to improve upon the landscape—a farmer changes the land, a lawyer becomes involved in litigation affecting the environment, citizens exercise their voting power to change their environment. If the student writes his Congressman, if he contributes to a cause for the betterment of the landscape, or if he only becomes more aware of his environment, then Taven would rank the student high on the grading scale.

"Citizen action, or lack of it," Taven says, "will have a critical bearing on the quality of our environment for generations to come. "America is a great people and a magnificent land. We deserve a better man-made landscape than we have been given so far." □

commentary

Parental Image of Campus Is Found to be Favorable

What do parents of students at Ol' Mizzou think of life on the Columbia campus?

Is the image becoming increasingly negative as more and more publicity is given to student dissent, sex and drugs on campus, and problems such as the obscenity issue last spring?

To find out, Warren R. Seymour, acting dean of extra-divisional administration, and Sandy MacLean, assistant dean of students, conducted a study among 196 parents of undergraduate students. They used the College Characteristics Index and were able to extract some 11 factors associated with the various characteristics of the college environment.

For example, institutions that score high on a play-type factor—socializing, athletics, drinking—sometimes are referred to as “fountains of knowledge where students gather to drink.”

First of all, the investigators found that parents from all four community types represented in the study—Kansas City and St. Louis, communities of 10,000 and over, communities of under 10,000, and rural communities—viewed the Columbia campus in much the same way.

And this “same way” generally was positive. “The parents’ perceptions placed the University in a generally favorable light with regard to the academic climate on campus,” the report stated, “the opportunities given students for self-expression and self-development, the setting of high standards of achievement while

at the same time allowing the students to participate in a variety of social activities, some of these play-type and others of a more serious nature.

“On the negative side there was some indication that parents perceived an over-emphasis on practical, applied educational experiences as opposed to activities of a more intellectual nature. Parents also perceived a tendency on the part of the University to be *in loco parentis*, as far as student conduct is concerned, suggesting that parents feel we need to move further in the direction of making students responsible for their own behavior just as they would be in society-at-large.”

As an example, the report to the controversy surrounding the proposed extension of the “key privilege” to juniors several years ago.

Then “it was suggested by some that this was pushing too hard and too fast and that the parents of our students would not tolerate such a move. As it turned out, parental reaction was almost non-existent.”

Gifts to Campus Increase

Gifts to the Columbia campus increased significantly during 1969.

Last year's more than 12,400 gifts compared to 8,500 in 1968. Total annual giving, to be used in such programs as scholarships, loans, research, facilities, lectureships and professorships, amounted to some \$1,370,000.

Chancellor John W. Schwada, in expressing gratification over the increased gifts, says, “It is occurring at a very critical time when state appropriations and federal funds are becoming very restricted.”

Release Moon Rock Study

No moon maidens with antennae or even the proverbial green cheese were found by the Apollo 11 crew, but they did find lunar rocks which they brought to earth for research purposes.

A team of agricultural scientists from the University, who have been doing research on the rocks, have found a striking similarity between the composition of the lunar rocks and the large meteorite that fell near Pueblito de Allende in northern Mexico last February. This discovery may indicate that the moon and the meteorite have common origins or that a chunk of the moon was somehow dislodged and fell to earth.

The team, headed by Dr. Charles W. Gehrke, director of the Missouri Agricultural Experiment Station Chemical Laboratories, released the information January 8. Other scientists on the project were Dr. Walter Aue of the University; Bob Zumwalt, a National Science Foundation Fellow; Dr. David Stalling and Dr. Don Roach, both Missouri alumni.

The purpose of the research was to determine if important life molecules existed in the rocks.

The report confirmed that the University team did not find any of the so-called life molecules in the lunar rocks, particularly the amino acids which are essential to life as we know it. They did find fragments and parts of molecules “important in the make-up of life on this earth when they are combined and arranged in the ways that make the essential life building blocks,” said Gehrke.

Although the possibility of the very beginnings of life on the moon was not ruled out, the team found no indication of life molecules having been assembled on the moon or clues that any such formations were

likely to happen under moon conditions as we understand them. Given the proper atmospheric conditions, however, life molecules could be a definite possibility.

New Students Rate High

Those students who came to the University of Missouri-Columbia this fall from the top of their high school classes can't be too smug about their position. A recent freshman profile for the fall semester 1969 indicates that they are far from alone.

The study shows that 50 percent of the first time students were in the top 20 percent of their high school class. 66 percent were in the top 30 percent.

To be more specific, 864 of the 3273 Missouri first time students were in the top 10 percent of their class; 173 of the 568 out of state freshmen were in the top 10 percent. An additional total of 883 entering students were in the next 10 percent and 653 freshmen, both Missouri and non-residents, came from the third 10 percent.

Those cream-of-the-crop students receiving special assistance included 276 Curator Freshmen Scholars and 44 National Merit Scholars. In addition, 500 freshmen received Educational Opportunity grants and 465 freshmen received NDEA student loans, according to the profile.

Animal Behavior Studied By Zoology Professors

Two Columbia campus zoology professors have been cited by Theodore W. Landphair in *The National Observer* for their research in ethology—the scientific study of animal behavior or “why creatures do the things they do.”

According to Landphair, these ethologists “emphasize the un-

learned aspects of behavior and have been responsible for a renewed interest in the concept of instinct.”

Fritz Walthers, who has become widely recognized for his illustrated writings, says his interest in ethology came through drawings: “I got tired of sketching animals at rest and began to look for different behavior like fighting or mating.”

Donald Farish's interest in ethology stemmed from gathering insects near his home in Manitoba. He is currently studying how the fruit fly grooms itself.

“The problem with insect behavior is that you get suspicious people who think bizarre work like studying the mating behavior of cockroaches is probably unworthy of funding,” says Farish. “In fact it is a false assumption. Slightly afield, something on the sex life of Central American toads resulted in the discovery of a chemical anticoagulant used in surgery.”

Deans' Stature Recognized

“There's no truth to speculation,” writes OPI's Rowland Smith, “that deans on the University of Missouri-Columbia campus were recruited by Basketball Coach Norman Stewart. But if Stewart is looking for height, he might well check eligibility of some of the deans.

“There're Associate Graduate Dean Richard A. Bloomfield at 6-6½; Arts and Science Dean Armon F. Yanders at 6-4½; Engineering Dean William Kimel and Associate Dean of Faculties Edgar R. Thomas at 6-4, and Education Dean Bob G. Woods and Veterinary Dean Burnell W. Kingrey at 6-2. These deans approximate the height of Stewart's starters. And the academics could find at least five more deans at 6-0 or better if they had to go to their bench!”

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When alumni return to the campus, they seldom notice the many old houses forced into University service because of a severe space shortage.

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Concerned about the blight of the man-made environment, a horticulture professor teaches a popular course in landscape appreciation.

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THE COVER: As final time draws near, the library becomes an increasingly popular place. Some of the trauma — and fun — associated with finals have been captured by *Alumnus* photographer Paul Bower in his picture story, "Final Blow."



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