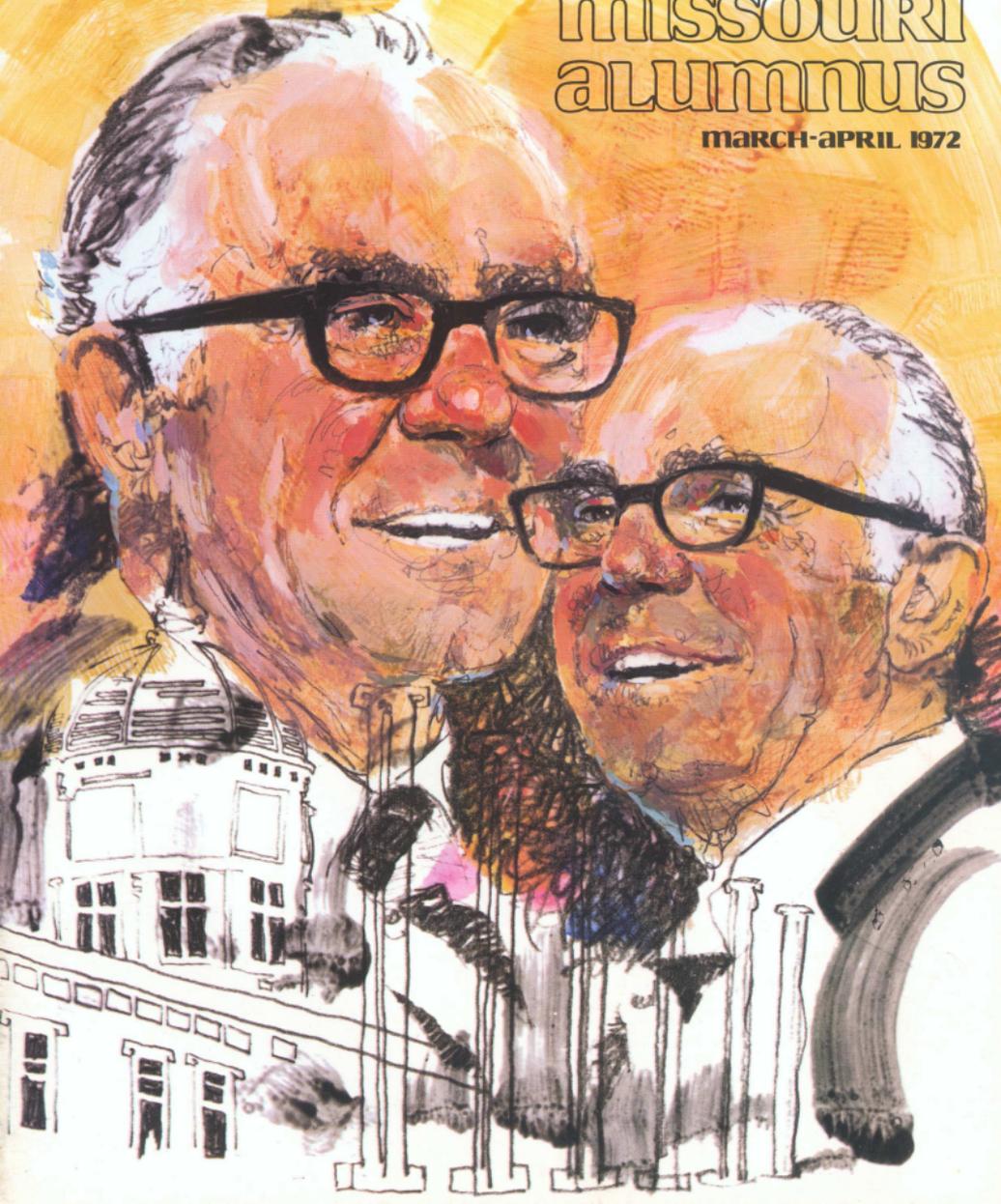


in 3 sections

MISSOURI ALUMNUS

MARCH-APRIL 1972



Now—a Role and Scope. . .

for Mid-America. A four-month study to explore possible areas of cooperative PhD programming on a regional basis has been authorized by the Mid-America State Universities Association. Involved are Missouri, Kansas, Kansas State, Nebraska, Oklahoma, and Oklahoma State.

If the study proves it feasible, one of the institutions might offer the only doctoral program in a given discipline, but students from all five states could enroll for that particular training at resident student rates. This arrangement would permit the development of programs of national distinction to serve the students of the region, yet would be more economical than if each institution offered something less.

It's very similar to the philosophy behind Missouri's one-University-with-four-campus concept.

Such evaluation programs — such as the University of Missouri's current institutional reappraisal and the proposals for better coordination among all higher education in Missouri (which the University also favors)—are becoming widespread. And, as the University's alumni seminars of the past two or three years indicate, it's something the public wants, too.—S. S.

**MISSOURI
alumnus**

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Chancellor Schooling presides at a Council of Deans meeting.



Alumni Association President Darryl Francis congratulates the permanent chancellor.





When a man
works well with
people, the Spanish
say he has

A Gift of Friends

By Steve Shinn



A person who can establish lasting friendships, who empathizes with others, and who works effectively with people has, the Spanish say, *don de amigos*—a gift of friends. A colleague used that expression in describing Herb Schooling, who was named permanent chancellor of the Columbia Campus in late January after serving as interim chancellor for the preceding 13 months.

It's a quality that any administrator could use at any time, but the "gift" seems especially appropriate for Columbia in the spring of 1972 because the times are somewhat uncertain—on Campus and throughout the University of Missouri.

Part of this uncertainty is due to the University's program of institutional reappraisal which, among other things, is defining the future "role and scope" of each of the four campuses. President Brice Ratchford's tentative version, released in December, called for the transfer of many doctoral programs from the Columbia Campus to the Kansas City and St. Louis campuses. UMC responded in January with a 300-page alternative that generally agreed with the president's objectives, but urged that the final decision on many programs await the completion of current program reappraisals by Campus personnel, as well as outside evaluation teams.

Yet to be determined, too, is the proper degree of autonomy for each campus in relation to the



Talking informally to Alumni Board members, Schooling holds up 300-page Campus alternative to the tentative role and scope proposal.



Former elementary school principal Bess Schooling enjoys many artistic pastimes, among them decorating eggs for Christmas and other special events.

University president and his staff of vice presidents. Conflicting interpretations of who is responsible for what have been present since the four-campus system was created almost 10 years ago. This year, the question will be considered again.

And, finally, there is the position of the University of Missouri within all higher education in the state. The General Assembly has considered many bills this session that would have a profound effect on the University and its Columbia Campus—bills, for example, that would set up a “super board” over all higher education in Missouri and that would give state aid to private education.

Schooling tends to view all these problems optimistically. In his first meeting with his faculty as permanent chancellor in February, he set the establishment of an “affirmative action” policy as a top priority item.

“This Campus will continue to be an important and significant educational institution,” he said, “no matter what the final decision may be about role and scope.”

The chancellor urged the faculty to strengthen existing programs through a more effective use of resources, to accept change as opportunity, and to “think and speak positively about the institution and its promise.”

Herbert Wilson Schooling (The Wilson is in tribute to his being born on the day Woodrow Wilson first was elected President of the United States) had established his policy of positive thinking by the time he entered high school at Sarcoxie, in Southwest Missouri. The Schooling farm usually was regarded as being near Pierce City, but that town was separated from the farm by Center Creek, and Center Creek had to be forded. Rather than risk

missing school because of high water, he enrolled at Sarcoxie High School.

A Saturday job at a grocery store during high school, a \$75 gift from his grandfather, and a job that paid room and board in Columbia enabled Schooling to attend the University of Missouri his freshman year. The next fall he started his long career in education, teaching at Round Prairie, a rural school in Jasper County at \$65 a month.

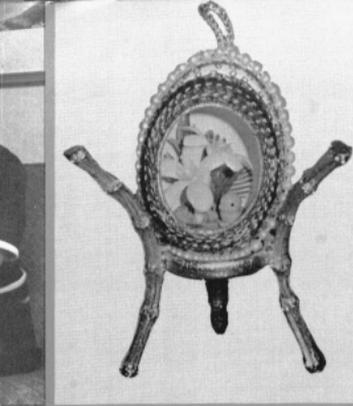
Because the terms at Southwest Missouri State were such that he could both teach part of a year and go to school the other part, Schooling enrolled at Springfield. He switched teaching jobs from Round Prairie to Union (it paid \$10 more a month), and graduated with an AB from Southwest Missouri in 1936 with a major in social science and a minor in math. He taught both subjects at Cardwell, where he also served as elementary principal, high school principal and superintendent of schools while working on his master's at Missouri. He received his MA in 1940.

Meanwhile, future wife Bess—whom he met while she was teaching at Pierce City—had become elementary principal at Lebanon. They were married in 1939, and the couple moved to Hayti in 1941, where he was superintendent of schools. He became principal of North Kansas City High School in 1944.

Dee Harris, now an associate professor of mechanical and aerospace engineering at Columbia, was a student at Northtown while Schooling was principal.

“He ran a good ship,” Harris recalls. “He was strong on discipline and was highly respected by both students and teachers. And although it was a large high school, he took a personal interest in the students.”

Harris remembers that as a senior, he was not



This egg, featuring a lily and baby chick is an Easter creation.



The chancellor finds reading relaxing, sometimes historical fiction, but usually a nonfiction book. He also likes to work in the yard and watch Tiger athletic teams.

carrying a particularly heavy load, having already amassed the credits needed to graduate. Schooling called him in, however, and suggested he enroll in another course. In fact, he even introduced him to the teacher. "And I ended up really enjoying that course," Harris says.

By 1950 Schooling had become superintendent of schools and a civic leader in North Kansas City. But through it all, he was receiving gentle nudgings from his Missouri graduate advisor, Dr. John Rufi, to finish his doctorate. Rufi, now a professor emeritus of education who still comes to the office each day, made a habit during his long career of tapping students whom he felt had special promise and urging them to get their doctorates. Schooling was one of these. He received his EdD in 1954.

The next year Schooling moved from the state for the first and last time, serving as associate professor of education at the University of Chicago for two years before returning as superintendent of one of Missouri's premier school districts, Webster Groves.

Happiness was not the Webster Groves School District when Schooling arrived, however. The city was divided over the number and location of new junior high schools, and feelings had become bitter.

The new superintendent's approach was characteristic. "Let's determine what the facts really are," he told the board, "and let's let the citizens collect the data themselves. Then there can be no question as to the validity."

Involvement of the people concerned in any decision-making process probably is the hallmark of the Schooling administrative technique. Certainly, this has been true in his posts at the University of Missouri-Columbia—as dean of the College of

Education in 1963, as dean of faculties in 1966, and provost in 1969.

At that first meeting with the faculty, Schooling promised "frequent and continuing consultation with the Faculty Council and members of the faculty on issues of importance to all of us."

He told interviewers for the student newspaper, *The Moneater*, that, while students may not always agree with him, their opinions will be heard.

By the same token, alumni also get an attentive ear. Schooling meets regularly with the executive committee of the Alumni Association.

"Faculty, students, and alumni have valuable inputs," he says, "and unless we tap these resources, we don't have the best base for decisions."

The chancellor also told the faculty that he plans to present the particular concerns of the Columbia Campus to the University administration "in an honest, straightforward, and, hopefully, persuasive manner."

President Ratchford took note of this aspect of the Schooling administrative style when he announced his appointment as permanent chancellor:

"He has always vigorously presented his viewpoints. I have found him terribly persuasive. At the same time, in cases where we have differing judgments, we have been able to discuss the matter candidly and forthrightly and mutually agree on satisfactory solutions and decisions."

Others around Campus characterize Schooling, administratively, as "operating with finesse," having a "talent for working constructively with people," and having an "exceptional capacity for sustained effort."

But perhaps a person off-Campus summed it up best. A friend of Schooling for more than 35 years, he said simply, "Herb has the ability to get the job done, whatever it is." □

This semester's news that women are now eligible for the Air Force ROTC program on the Columbia Campus recalls the time in 1884 when women students petitioned to form a military drill corps at the University. And march they did, to the strains of a brass band and the command of Lt. Enoch Crowder while carrying nine-pound muskets.

Women had been admitted to the University a little over 10 years when the importance of women's physical education gained backing at the eastern universities and colleges. The University of Missouri was not to be left behind. Mrs. O. A. Carr, principal of the Ladies' Department, reported in the 1881-1882 catalog: "Believing that the physical deformity and degeneracy of women are largely attributable to her inactivity, it is deemed necessary to require all young ladies attending the University to engage in calisthenic exercises one semester."

Mrs. Carr claimed calisthenics cured all ills. She anticipated the criticism that Missouri taxpayers would shower on the Ladies' Department by publicly stating that calisthenics produced not only acrobats and athletes, but strong and healthy bodies and minds. Thirty-four women took the calisthenic exercises the first year they were offered, "and thereby nerve and muscle tissues have been strengthened and the brain rested and energised for its work," Mrs. Carr reported.

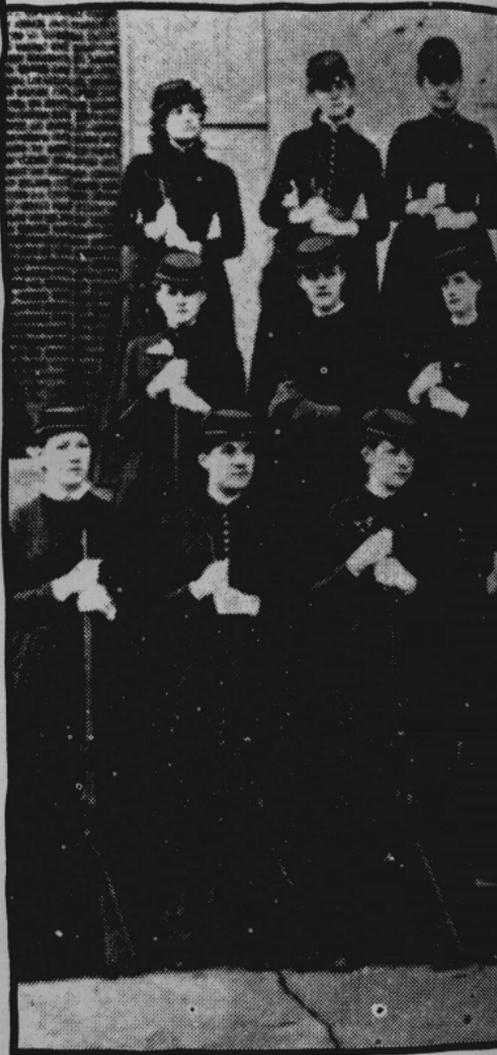
All women students, for the sake of simplicity, had a required dress to wear. Uniformity among women students was thought to save time, money and thought, which could be used "for higher purposes," in other words: intellectual endeavors.

The required dress was a walking suit made of black alpaca or cashmere, with the trimmings also black in color. The skirt had to be short enough to walk in, and the blouse was to have had a white collar and a cardinal necktie. The required hats were the only wardrobe variable. To secure perfect uniformity in dress, Mrs. Carr decided upon and ordered the hats to be worn each semester. A fall hat was chosen in September, and a spring bonnet before Easter.

Being out of uniform or taking uniform requirements lightly was a serious offense. Any woman student found violating the prescribed dress code was given 10 demerits for each day she violated the rules. Twenty-five demerits barred her from participating in literary exhibitions or contests, which were the only extra-curricular activities open to women in the 1880s. One hundred demerits expelled the violator from the University. The demerit system was so strict, few dared question, much less defy it.

The Ladies' Department was run without incident until the fall of 1884. Then Mrs. Carr announced that all women students would wear for the fall semester a hat which was brimless except in front where a bill projected over the eyes. The girls protested that it looked like a sport cap. They brought their complaints to Mrs. Carr and asked her to choose a new fall hat. Mrs. Carr stood her ground. As principal of the Ladies'

MISSES WITH



MUSKETS

By Wendy Risk



Department she had chosen the required cap and they would wear it.

By now many women students were impatient with Mrs. Carr. They didn't like her required calisthenic exercises because they made their muscles stiff. And the girls decided to get rid of the hat and exercises in one blow by petitioning to the University President, Samuel Sparr Laws, to let them practice military drills to fulfill their physical education requirement.

Laws granted the women students permission to form a military corps, and let them choose a cap to drill in. Their choice was a black straw cap with a velvet ribbon around the crown bearing the insignia of the University of Missouri.

The catalog of 1885 offered calisthenics which Mrs. Carr admitted were supplemented by "the more severe and effective gymnastic and military drill" under the direction of the professor of military science and tactics, John J. Hayden. Mrs. Carr did not seem too enthusiastic about the success of the new experiment.

With women students also practicing military drills, there was a shortage of arms for the drill teams. Men and women were forced to drill at separate times. All cadets, regardless of sex, carried nine-pound muskets. The one exception was Bella Gregg, who was so small she was permitted to march without a musket until the specially ordered five-pound model arrived.

The women students marched in their black walking suits, but without corsets, for greater freedom of movement. The combination of corsets and exercises would produce derogatory results: "From the efforts of the muscles and organs under compression and restraint, harm instead of benefit results," the catalog reported.

In 1884, there were about 60 women cadets who marched under Hayden's direction. Their marching field was a vacant museum at the west end of old Academic Hall. Part of the reason for holding drill inside was so the ladies could march privately in the modest condition of being without corsets.



**No corsets were required:
"From the efforts of the muscles
and organs under compression
and restraint, harm instead of
benefit results."**

The women's drill corps under Hayden was more an oddity than anything else. But Hayden was replaced in 1885 by Lieutenant Enoch Crowder. Crowder organized the early World War I draft and is the man for whom the present Reserve Officer's Training Corps building is named. He came to the University to get a law degree and head the department of Military Science and Tactics. Under his direction, military science became the most publicized department at the University.

One of Crowder's first moves as professor of military science and tactics was to get the University to construct a 117 by 304 foot drill ground for practice. He took the women's drill corps out of storage in the vacant museum and onto the field and into public view.

Crowder felt a drill corps wasn't complete without music to march to, so he encouraged the professor of music to organize a brass band for reviews and other public occasions. In 1885 the first University band played, as part of the military drill corps.

The number of students taking military training courses tripled in the two semesters Crowder headed the department. The peak was four companies, three male and one female, composed of 200 men and 100 women. Military training wasn't a snap course, however. Crowder, who was known as a strict but fair disciplinarian, expected the same standards from the women students that he demanded from the men. Crowder was a West Point graduate, and he had all the cadets, regardless of sex, practice West Point calisthenics. They also marched with muskets, and repeated gun drills. Men students received instruction in logistics and got three hours academic credit for their military training.

When the women's drill team reviewed publicly, the affair had an aura of a spectacular event. Visitors and town citizens came to see the girls, dressed in their black walking suits and neat caps, perform military drills. The administration was pleased with the publicity the University was attracting.

With all the praise Crowder was getting for his improved program, even Mrs. Carr began marching to the tune of a different drum. "Friends of the ladies," she wrote, "without knowing the explanation, have remarked upon the physical improvement from this drill in the course of a single year."

As anyone who has attended a university can testify, all good courses end too quickly. On July 10, 1886, Lieutenant Crowder was issued orders to join his regiment fighting the Indians in the Geronimo campaign out West. He never returned to the University.

When Crowder left, the women's drill team was dissolved. And so ended two years of military drill for women students, forcing them to return to wearing the seasonal hat dictated by the principal of the Ladies' Department and performing her rigid calisthenic exercises. □

How to Work, Borrow & Study Your Way Through College

By Anne Skelton

About a third of current Mizzou students will, before they graduate, receive some of the \$6 million processed annually through the office of Student Financial Aids.

It now costs a minimum of \$2,000 a year to attend the University of Missouri-Columbia, and more and more parents are finding it hard to meet this cost for their sons and daughters.

Last year's economic squeeze has been the cause of a 20 percent increase this year in applications for financial aid, George Brooks, director, believes.

Students come into the office at 11 Jesse Hall to sit in the five chairs lined up against the wall to wait to see one of the six counselors. Students don't wait long, and they do get individual attention. Four of the financial aid counselors have master's degrees in counseling, and they see their job as more than just giving financial advice.

"We had a fire in our trailer," one girl said as she waited in one of the chairs. "We saved some clothes and books, and we scoured up some pots and pans, but we need a loan."

"I came in to ask about scholarships for next year," a sophomore who will be majoring in journalism said. A counselor talked with him and gave him a booklet that lists the more than 2,500 scholarships and awards given each year.

Although the number of scholarships seems impressive, there are not nearly enough to go around to deserving and needy students, Brooks says, and many are for as little as \$100 a semester. Others are restricted to scholars in specific disciplines, residents of certain counties, or graduates of certain high schools. "We prefer scholarships with few strings on them. Restricted scholarships, though we don't have very many of those, are sometimes difficult to handle," Brooks says.

Need, not academic prowess, is the basis for most of the financial aid. To get aid, students and their parents first must fill out forms concerning their financial status. "The basic responsibility for paying for the student's education," says Brooks, "still rests with his parents."

Eligibility for aid is determined by considering parents' income and the number and ages of children in the family as well as any unusual or extenuating circumstances such as medical bills.

The expected parent and student contribution is then determined by consulting standard tables prepared by various agencies.

If the family contribution is set at \$800, for example, financial aids must provide the remaining



George Brooks, director, explains the procedure for applying for financial aid at one of three well-attended spring meetings.

\$1,200. The counselor makes a financial aid "package" which draws on a variety of University and federal funds. The package may consist of some kind of scholarship help if the student is eligible, some kind of loan, perhaps a government Educational Opportunity Grant for students from low-income families, and work.

"The package tries to spread what money we have around among as many needy students as possible. We try not to give the student so much we spoil him, but we also don't want him to work so much that he can't do well academically," Brooks says.

And students do want to work. In fact, many prefer work to loans.

"Someone at a turkey farm wanted some boys to help catch turkeys at 4 a.m. a couple of days last fall," Brooks says. "I never



"I was in a lot of typing contests when I was in high school," Eddie Smith says. He had a \$1,000 National Honor Society Scholarship as a freshman; now he has an EOG and a loan. After majoring in social psychology, he plans to go to law school.



Sharon Arbo, junior, takes care of fruit flies used in genetic studies. An EOG, a scholarship, a loan and waitressing all summer help finance her education. After graduating, she hopes to teach biology.



Ag students will identify these cuts of beef in class. Freshman David Klump, who plans to major in engineering, hopes his expertise with a meat cleaver will help him to get a summer job. He has a loan.

thought we would find students to do that job, but several boys were out there grabbing the turkeys before the sun came up."

Students have many reasons for avoiding loans. Some from low-income families may have had very bad experiences with loan sharks.

A student who plans to enter the School of Veterinary Medicine in the fall gave another reason. "It takes money to set up practice, and I don't want to have a lot of loans to pay off after I leave school."

Although students prefer not to borrow, many must. Missouri lending institutions, mostly banks, have made loans totalling almost \$7 million to more than 6,700 students from Missouri, Allen Purdy, director of University-wide Student Financial Aids Services, says. This a 70 percent increase over last year.

Under the Federally Insured Student Loan Program, students borrow from their hometown lender. The federal government insures repayment of the loan, and,

in most cases, pays interest while the student is in school. Students who do not meet the need criteria for other government money can borrow a maximum of \$5,000 for their under-graduate education on this program.

As another service to students seeking financial aid, the office surveys Columbia businesses in the fall and then lists jobs available for students who want off-Campus work or who do not qualify for on-Campus job aid. In the past, Columbia has provided part-time jobs for 1,000-1,200 students a year. But not now.

A senior majoring in education looks through the stack of cards listing jobs in town. There are



His job supervisor says all David Pozniak needed was high school chemistry, "a bit of common sense and willingness to learn about gas chromatography." David has an EOG and a loan. Last summer he worked on his father's dairy farm in Purdy, Mo.

only 29 cards and several of them are summer listings. "There isn't much here. I come in at least once a month to see if I can find a Saturday job for gas money," he says.

There are about 4,000 student jobs at the University with a yearly payroll of \$2 million. More than 2,500 of these on-Campus jobs are handled through the Student Financial Aids office. The funds are provided by the University and from the federal government's Work-Study Program.

"When the government Work-Study Program began in 1965, it was a new way of helping needy students," Brooks says. "Now we have 106 job descriptions and make every effort to match the job to the student's interests. We feel that students, particularly those from low-income families, need experience and exposure to exciting jobs that will open their eyes to many career possibilities."

A summer program of govern-



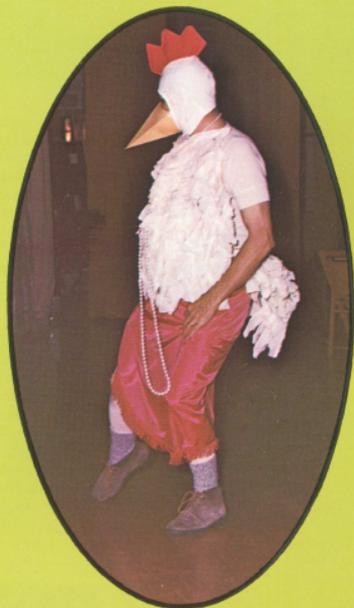
"I have to get over my fear of rats," Louis Kelley says. "I want to major in psychology." His dad is serving with the Army in Germany, and Louis has an Army loan.

ment subsidized work also is available for students. They work in non-profit, non-denominational agencies or institutions that pay only 26.8 percent of their salaries; the government pays the rest. About 100 students usually work each year in county courthouses, libraries, state employment offices, the state sanatorium, public schools, the St. Louis Urban Corp, the forest service, the attorney general's office, and urban YMCA's. Students are expected to save from 60 to 80 percent of their earnings for school expenses.

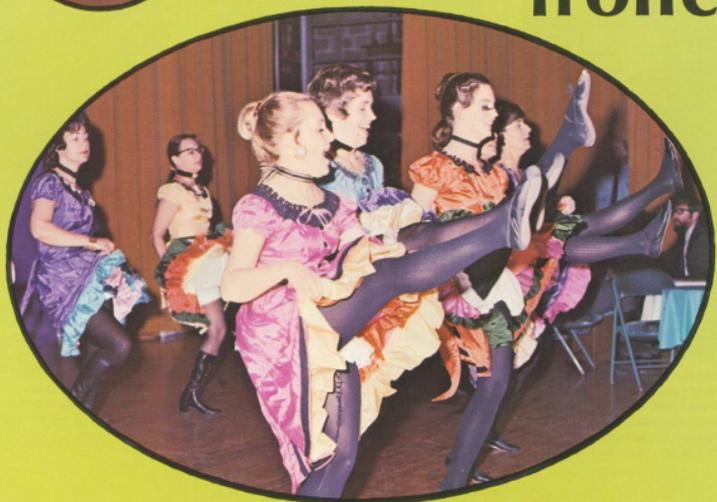
Work, loans, grants and scholarships. "Without them," Brooks says, "I guess you could say that one-third of our students might not be here." □



Nancy Garret says her job at the Mental Health Clinic has made her interested in the medical profession. She once dropped out of school to work a semester for a stock broker. Now, she also has a loan.



the faculty frolic

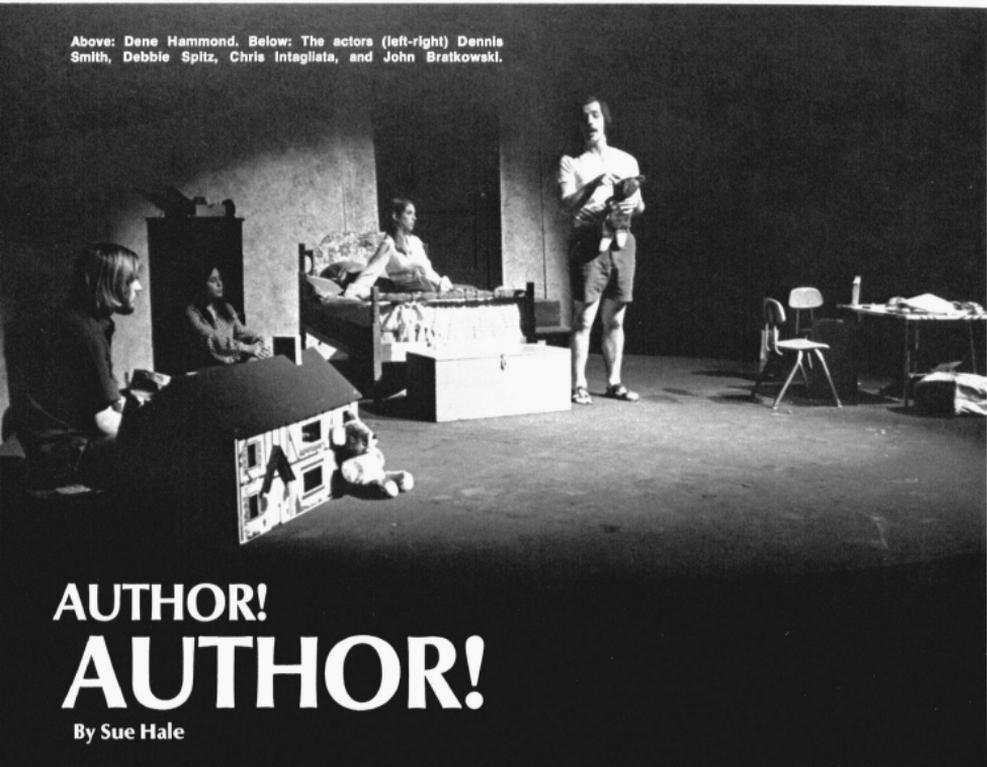




faculty are stodgy. Right? Bookish and inhibited. Right? Well, at least once a year they're not—the night of the Faculty Frolics. The '72 edition, called "Broads Abroad," had profs and their wives doing a cancan, a chicken strip tease, and a satire on Role & Scope. They're human, after all.



Above: Dene Hammond. Below: The actors (left-right) Dennis Smith, Debbie Spitz, Chris Intagliata, and John Bratkowski.



AUTHOR! AUTHOR!

By Sue Hale

When the house lights dimmed and the curtain rose for the production of “Teddy Bears Never Mate In Captivity,” there was at least one member of the audience who was as nervous as the actors—Dene Hammond, the playwright.

Hammond, a master’s candidate enrolled in the playwriting program on the Columbia Campus, won first place in the Annual Playwriting Contest for Original Short Stories with his “Teddy Bears” script. The contest is sponsored by the Undergraduate Theater Association of the University of Missouri-Columbia. “It may well be the only nationwide play

contest conducted by a university organization,” Dr. Sam Smiley, director of the playwriting program here, says.

“Teddy Bears Never Mate In Captivity” was chosen from more than 100 entries by students, professors, and playwrights from across the country. As first place winner, Hammond received \$250 and the chance to see his play performed on stage at the University Theatre.

He was nervous about the performance. “Production is a co-creative art,” he explains. “The director, the actors, the set designer, everyone involved with



Above: Ann (Rusti) Scott, a master's candidate in theater and drama and director of "Teddy Bears," and Dene Hammond, the author, (seated at left in aisle) wait anxiously for the curtain to rise.

the play adds something to the original script. I don't think I could see the production without some degree of trauma."

It seems that trauma was associated with "Teddy Bears" from the beginning. Hammond was in the hospital with flu and a slight case of pneumonia in February 1970 when he first got the idea for his play. "I went through a great deal of insane mental activity due to my high fever," he says. "A sort of hallucination."

The result of this "hallucinating" was a creative effort of more than a year and a half that ended in a play dealing with isolation and loneliness. "Loneliness is the single force that drives people. Most activity is an attempt to overcome it," Hammond says. Playwriting itself is an isolated thing, he adds. It's an interesting observation, considering the main character of "Teddy Bears" had isolated himself in a single room in order to write a handbook for mankind.

The play was written to fulfill a requirement for an advanced playwriting course Hammond was enrolled in. "I would have written the play anyway, but the course was a reason for doing it then. When you get credit for doing creative work, you don't feel you're stealing time from your studies. I guess that's why the playwriting program has been such a great help to me. I feel I have really gotten credit for work I've done."

Hammond is not referring to academic credit alone. Besides winning first place in this year's contest, two plays written by him in a beginning



playwriting course took first and second prizes in last year's contest.

"Dr. Smiley, who teaches the beginning and advanced playwriting courses, is one of the best creative writing instructors I've had," Hammond says. "When you do something bad, he tells you it's bad and why it's bad. But he also tells you when you do something good, and he encourages you to go on."

Smiley came to the University in the summer of 1969 with the primary intent of developing a playwriting program on this Campus. Perhaps the best tribute to his success is the fact that all three of the winning plays in the 1970 Annual Playwriting Contest were written in his beginning playwriting course.

An established playwright himself, Smiley also has written two books, *"Playwriting: The Structure of Action"* and *"The Drama of Attack."* The former is used as a text.

"The study of playwriting is not just for persons who want to become playwrights," Smiley explains, "The classes are generally one-third theater majors, one-third English majors, and one-third journalism majors. The courses allow students in other areas of theater to better understand plays and they allow journalism and English students another form of creative outlet. In fact, Dene was a senior in the English Department when he took his first playwriting course."

The program itself involves more than playwriting. Courses in creative writing, dramatic literature, philosophy, psychology, and in other areas of theater, such as directing and acting, are included in the study program.

"Writing a play takes in the whole program, not just the playwriting courses," Hammond says. "Ev-

erything you live and experience goes into a play. You have to visualize an entire production: the action, the characters, the actors, the set, the philosophy behind the action, etc. Philosophy played a large part in the writing of "Teddy Bears."

The playwriting contest, although not actively a part of the program, is an added incentive. "The contest encouraged me to do more writing," Hammond says. "For example, I worked from 2:30 a.m. until 5:10 p.m. the day of the deadline to finish typing a second play to enter." The play, "If Stars Were Made of Fire," finished among the top seven plays in the judging.

The contest also gives students from other theater areas an opportunity to create. The production of the three winning plays is entirely a student affair. Students direct the plays, act in the plays, design the sets and the costumes, and even work the lighting and sound in the theater. It is the only major production on the main stage that is run completely by students.

These students also compete for the annual H. Donovan Rhynsburger Production Award, given to the best produced play, irrespective of their placement in the writing awards. The production award is named in honor of Professor H. Donovan Rhynsburger, who has been a member of the drama faculty here since 1925. A plaque for this award with the names of the play, author, and members of the production is permanently placed in the University Theatre. Professor Rhynsburger was the first person to suggest that the winning plays be produced in what was in 1926 Lathrop Auditorium. The contest had started three years earlier and was sponsored by the Dramatic Arts Club, a group of faculty and townspeople.

Of all the playwrights entering the contest in past years, perhaps the best known is Tennessee Williams. As a student at the University, Thomas Lanier (Tennessee) Williams, submitted one play each of the two years he was in residence. These plays both received honorable mentions. In 1969 when the University awarded him an honorary degree, he autographed these original manuscripts which are housed in the main library.

Today students as well as other writers continue to submit original unproduced and unpublished plays to this national playwriting contest, and the contest now 49 years old, continues to fulfill its purpose to encourage original writing in the field of drama. □

'HOUSEMOTHER'



Remember when fraternities used to have charming ladies who were escorted in and out of the dining room at dinner, taken to church on Sundays, and called "mom" by their boys? Well, times are changing within the Greek system. It is not that housemothers are no longer revered. But at six fraternities at Mizzou, there is no "mom" to lend her gracious presence. In her place? Housefathers. All in their twenties, most of the young men are also full-time graduate students. They conscientiously perform duties formerly delegated to "mom," such as planning menus and ordering foods. In addition to these necessary tasks, they also act as official hosts at house functions and offer guidance to their charges. Maintaining at least a semblance of comfortable living can be quite a task indeed, especially when 60 or more college-age men are involved. More than one parent, expecting to find a silver-haired matron presiding at his son's dinner table, has been initially aghast upon meeting a bearded housefather. "I disapprove entirely of housemothers in male houses," said Scott Strohl, 22-year-old housefather at Kappa Sigma. "Parents don't seem to have negative reactions to me," he added. "After all, a 22-year-old guy can handle their sons a lot better than a 60-year-old woman." Sam Harden, 27, who is in charge of the 40-man Pi Kappa Alpha house agrees. "Housefathers have a more positive influence than housemothers." As a former member of the fraternity, Harnden says that he can understand the house officer's duties better than a woman who is unable to attend chapter meetings. Dan McGowan, also 27, who is Sigma Alpha Epsilon's housefather, said he favors housemothers. "A good housemother is irreplaceable. Most housefathers are so young they tend to become another brother and then lose potential authority." "One of the calling cards of a fraternity man over the years has been social grace, but without a housemother, especially at the dinner table, social graces seem to have disappeared," McGowan said. The main duty of a housemother in the past has been planning menus. At the PiKA house, Harnden, formerly a mess officer in the army, plans the menus himself. "It's not all that hard to plan a balanced meal," he said. The Kappa Sigs and SAEs, however, have food committees of house members who plan the menus once a week. "At least we have a wild variety of food now," one SAE said. The committees have introduced tasty concoctions never before served in fraternities. For instance, the SAEs now feast on such delicacies as Chinese pepper steaks, pizza burgers, and spiced-up tacos, all of which might cause a conventional housemother to swallow her partial plate. Housefathers' apartment quarters still retain tasteful furnishings and rich carpeting from bygone days. But instead of pictures of grandchildren, there are likely to be blown-up posters of Racquel Welch in a revealing bikini, stereo speakers, and even Confederate flags perched upon the walls. And in the place of a lounge chair left by a former housemother, one housefather has a gigantic beanbag chair occupying a favorite corner of his abode. "It's more relaxing," he explained, flicking a cigarette ash into a purple hanging ashtray suspended from the ceiling. All three housefathers say they receive cooperation from house members. "There was only one time last semester I had to say anything," Harnden said. Don Waters, Interfraternity Council advisor who screens all housefather applicants, said that his office has no reservations about hiring young men. "We're more interested in the qualities of the individual than in age or sex," he said. "However, a housemother does add a certain *esprit de corps* that a housefather cannot," he added, almost wistfully. So, it seems that the concept of housefather is becoming as firmly established at University fraternities as weekend keg parties and sorority sweethearts.—TOM DRYDEN.

NEW HEIGHTS

The championship-game ball—which is shiny, autographed and very new—sits upon an ordinary-looking glass candy jar next to the first-place trophy in Norm Stewart's office. The 37-year-old Tiger coach put it there for lack of a better place.

"I think it looks pretty good anyway," he said.

The Big Eight Tournament championship trophy and the championship game ball, Stewart's first material coaching wealth, will be moved to Hearnese Auditorium next season, along with Stewart and his Missouri Tigers. The jar will be left behind.

In this transitional year, the team grew up a few months before the facility, partly because of the promise of that facility, but mostly because of Stewart.

"They were talking about a new field house when they were recruiting me to play here," he laughs. That was in 1951. In 1954, the last time Missouri won the tournament, he was the team captain.

Now he returns and wins again, and it's gratifying, but don't suggest that Norm Stewart is a little bit of a miracle man. That could not be flattering to him, because he's worked much too hard to appreciate any instant assessments of what he has accomplished.

He came back in 1967, after six years at Northern Iowa University, to a school coming off two straight 3-22 seasons, where seven of the last nine seasons had been losing ones, where traditionally basketball, with rare exceptions, had been barely mediocre.

Now, in his fifth year, he had a nationally-ranked team, Mizzou's winningest team ever, and, in fact, what may be the best Tiger team in at least 50 years.

"Maybe, in the back of your mind, there are expectations, but we weren't on any schedule," he insists as he settles back behind the big desk, the big man who seemed to fill more than his portion of the cubby-hole-sized office under Rothwell Gymnasium. "Anybody who says they're going to be at such and such a place at such and such a time might be in for a letdown.

"It's been hard," he says in the kind of voice that lets you know it's still hard.

His first good freshman class arrived in 1968, three members of which are now playing major roles as seniors. Bob Allen, a 6-8 forward, was one of that wave of good recruits.

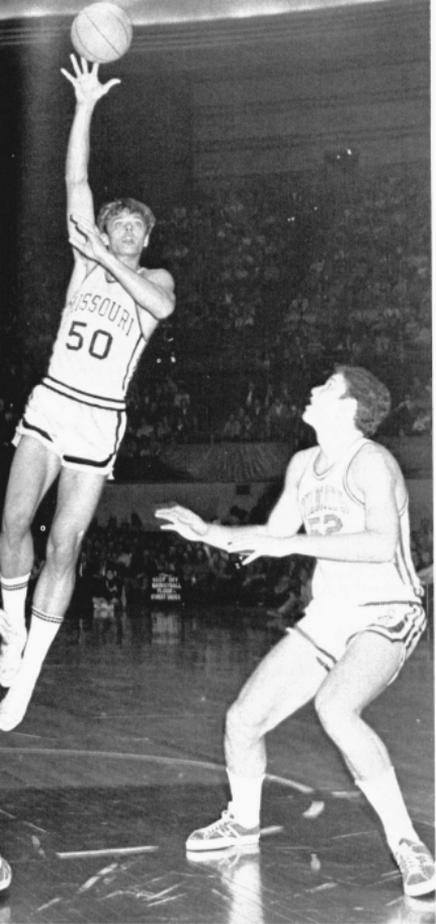
"I saw Missouri had seven seniors playing that year," Allen says. A second-string all-stater, he went from Indianola, Iowa, where he lives, to Ames to watch Missouri play Iowa State and met Stewart for the first time.

With the promise of the new fieldhouse, in which, incidentally,

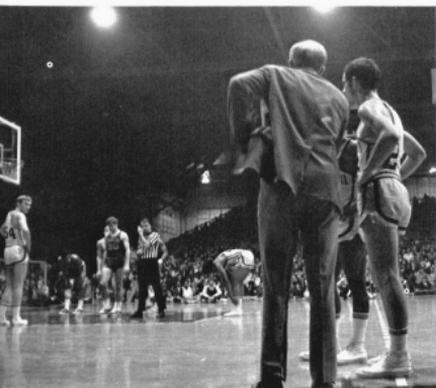


FOR TIGER BASKETBALL

By Jay Greenberg



Co-captains Mike Griffin, left, and Greg Flaker share a happy moment with Coach Norm Stewart as the trio pick up the Big Eight Tournament championship trophy. At upper left is Tigers' all-conference star, John Brown.



he will never play, thrown in, Stewart had his first promising, mobile big man. "When I saw him play, there was no question he could fit into what we were planning," Stewart says now.

Guard Greg Flaker from Cape Girardeau was an all-starter too, but a little small to be highly recruited. Still, at least one Southeast Conference team was after him. A Missouri alum from the area helped, and Flaker became rebuilding body number two.

Mike Griffin wasn't too small, was he?

Mike Griffin, the other guard from that freshman class, came relatively cheap. His two home-state schools, Oklahoma and Oklahoma State, wanted him for baseball, but thought him too small for basketball.

He knew, from the state of the program, he'd get a chance at Missouri, which had also expressed interest in him for baseball. Stewart didn't meet him until he was already on campus and had made the freshman team.

As sophomores in 1969-70, that trio didn't play much, but the team went 15-11 by utilizing a good deal of defense, even more discipline, and refusing to lose at home. Particularly endearing about that team were two 1-point upsets of NIT-bound Kansas. Brewer came close to selling out a couple times and was filling up earlier, but not only because of the varsity. That was only half the show.

For that was John Brown's freshman year. A player of his talent had not gone unnoticed, even if he had come from Dixon, Missouri (pop. 1387). Stewart has been watching him since he was a sophomore, but so had some others. When he signed to come to Mizzou, he was an emaciated 6-5.

"He grew a good bit and put on a lot of weight the summer before he came here," Stewart said. Now he's a healthy 6-7, scores 22 points a game, averages 11 rebounds and wins most-valuable-player awards. Home state kids like that are treated with care.

An injured foot kept him out of the first eight games his sophomore year, and as it turned out, his first varsity appearance was as a starter against UCLA in Los Angeles. He hit his first shot, a 15-footer over Curtis Rowe, and went on to score 14 points.

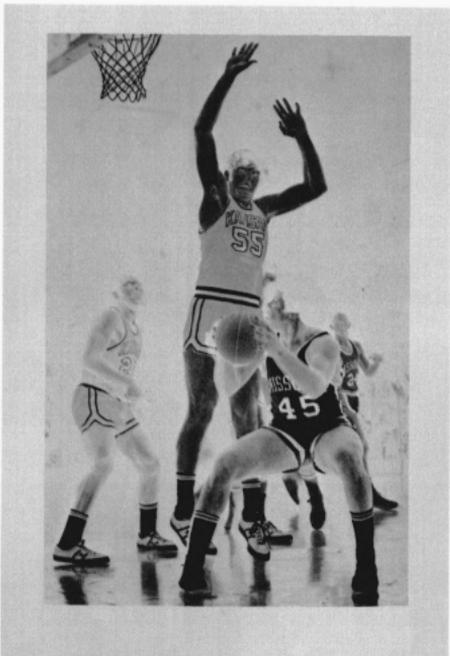
The rest of last year, he was overshadowed by all-conference junior college transfer Henry Smith and got most of his points shooting over people.

Now, with Smith gone, he's become more aggressive, moving more often to the basket, and Stewart has built his team, if not around Brown, then at least around this type of forward-based attack.

Orv Salmon had been voted one of the top 25 players in the Midwest his senior year of high school in Cedar Falls, Iowa, but this was one kid Stewart had the inside on. Salmon lived on Stewart's block while he coached at Northern Iowa.

Jerry Stock, Orv's partner guard, was from West Des Moines. His high school coach had played for Stewart and upon visiting, Stock fell in love with Columbia. Jerry had always pictured himself playing for Drake, but now the idea of getting away from home suddenly appealed to him.

"I liked the fact that Coach Stewart was younger," Stock says. "He's close enough to us to understand us, yet far enough away that we respect him."



Mike Jeffries, an all-stater in two sports from Alton, Illinois, couldn't make up his mind between football and basketball and most of the coaches hounding him weren't helping.

"Most of them said I could play both sports if I could swing it," he remembers. Stewart and the Missouri assistant football coaches who went to see him didn't want to lose him altogether, so they gambled against each other and made a promise. After playing both sports his freshman year, he chose basketball.

With only junior college transfer Henry Smith returning, the 1970-71 team was almost completely inexperienced, but it was made up of Stewart's own players. No one expected anything but a lot of promise and a bunch of mistakes, but the team seemed amazingly to have matured after the first few games. It finished 17-9 and tied for second in the conference. In the end, that turned out to be a disappointment, for the Tigers would have received an NIT bid had they not let Kansas wriggle off in overtime in the final game.

It was disappointing, but the near miss was easily consoled with the thought of four starters returning for 1971-72. Smith was a little easier to replace than had been feared, even after Bob Allen was immobilized with a knee operation.

Al Eberhard: 12 times on the floor.

It's hard to describe Al Eberhard, the 6-5 sophomore from Springville, Iowa, who has more than filled in, except to tell how the statisticians at the freshman games would count the number of times he would hit the floor in the course of a game. Al Eberhard's all-time record was 12, and that particular game did not go into overtime.

"Al plays so hard, he doesn't care how he looks," Stewart seems less surprised that Al's starting than Eberhard himself.

Now that Stewart had the talent, all he needed was the exposure. It took 10 wins to get people to notice and a four-point loss at Kentucky delayed things a bit, but the tournament victory in Kansas City apparently did it. On January 4, the Tigers woke up in Athens, Ohio, where they were to beat Ohio University that night, with a national ranking, the first for Missouri in more than 15 years.

"Although there had never been any boundaries in our recruiting, obviously now we're in a better position," Stewart said. "Now we're bound to get a

little better reception because they're more aware of us."

This has been a problem not only when going out-of-state but even as close as St. Louis, where the blue-chip high school senior was ignoring the state university two hours up the road, and starring elsewhere.

St. Louis prospects become interested.

That is changing slowly and Gary Link, a reserve forward, represents the beginning of the end of such a trend. He received a lot of exposure and a lot of offers in taking Lindbergh High School to the Class L semifinals two years ago, and was, in short, exactly the kind of player who was assumed would go elsewhere.

"Coach didn't press when he came to see me," Link said. "He was frank and he told you exactly what was going to be. It was all very informal."

"I used to wonder why no one from St. Louis would come up here," Link said. "But I didn't think anything about it much when I signed." Link came with high school teammate Steve Blind, the two trailblazers, but the St. Louis market is still far from being cornered.

"You naturally look for players who you think might fit into your style of play," Stewart says. It's a demanding, self-sacrificing style, leaving ample room for stars, but little for freelancing.

"We're known for our defense, yet we probably play more fast break than anyone in the conference," Stewart says. "We're not known for that, but I like it."

"It's hard for me to be my own press-agent," he says. "And it's also hard for me to evaluate. Sometimes I wish I could walk up into the stands while we're playing and just watch."

The man who changed the perspective now only wants a chance to sit back and enjoy it. It seems only fair, but Norm Stewart realizes that's not part of the job.

With miles to go and 13,600 seats to fill next year, there is no time out.

For there are more trophies to be phased in. And, at the very least, one more glass jar to be phased out. □

Next year: 13,600 seats to fill.

Around the Columns

Lowry Street Mall

High Rent?

Enrollment

Term Papers for Sale

Gifts

Gentry Hall to Close; Dorm Vacancies Rise

Gentry Hall, located in the heart of the White Campus and the oldest dormitory in the student residence hall program, will be closed this spring and converted to other student and academic use.

The 134 women residents (capacity 174) protested the move as a "defeat for tradition," pointing to the slanted roofs and garret windows of the ivy-covered stone building, first opened in 1940.

But the fact is that dormitory living does not have the appeal for students that it once did. There are between 5 and 10 percent vacancies in the total residence hall capacity of 6,327. And in some cases, a student can find more economical accommodations than the \$940 annual rate for one-half a double room.

The University cannot lower the rates, however, as it must pay interest and principal on loans of more than \$19 million borrowed

for the construction of residence halls. The money made from student housing is used only for the housing operation.

Students Question Auditorium Rentals

Spring commencement on May 16 is scheduled for the Warren E. Hearnes Multipurpose Auditorium, the first indication that the facility is about ready to open. No basketball games were played there this year.

Meanwhile, the *Maneater* student newspaper reported concern over the rental policy for the building:

"Students will pay just as much as any non-campus group to use the new multi-purpose complex even though every student is paying \$8 a year to build it.

"The tentative usage policy as set up by a faculty-student committee has aroused fears that the complex may be too expensive to use for SA concerts as well as

charges that students are being taxed twice.

"The total cost of the building may be \$10.5 million or more. The state is paying most of that, but \$3.1 is being paid through bonds. Students, at \$8 a year apiece, bought and are buying 30 percent of those bonds.

"Students or any other University group will have to pay \$1,200 for using the auditorium for any admission event, or 12 percent of the net profits, whichever is greater. The field house service fee will be \$500.

"For non-admission events, groups will be charged for the expense of the building. For events involving large numbers of non-University people, such as conferences and symposiums, the University will collect \$1 a day per person.

"Only one group will use the facilities for free—the athletic department. It will also have first priority on scheduling."

Term Papers Unlimited Opens Offices in Columbia

Wanna buy a term paper? Robert T. Nelson reports on a new and flourishing business in this story from the *Columbia Tribune*. "Term Papers Unlimited Inc. is in Columbia. According to co-owner Barry Friedman, 'business is booming,' and in its first two months has topped his wildest dreams.

"Friedman explained that students needing a term paper may pick one from a list of 1,500 topics. After the student picks the topic, his order is phoned into the home office in Boston. He receives a term paper approximately three or four days later.

"Friedman said he purchased a franchise from Ward Warren, owner

of Term Papers Unlimited, for between \$3,000 and \$5,000. He estimates there are 400 franchises operating around the country.

"Most of our material is for short papers or term papers, but the company can and does handle master's theses and medical and law papers."

"To turn out this work, Friedman said the company employs about 1,000 writers in the Boston area. He said quite a few of them are Harvard graduates with a sprinkling of PhD's.

"Answering charges that his service is 'unethical' and smacks of plagiarism, Friedman said students are expected and encouraged to use the term paper as a basis

for a larger paper and to rework it to fit their style.

"We don't condone plagiarism, we simply supply the student with another study aid."

"Associate Professor of Philosophy Dr. William B. Bondeson calls that reasoning a 'bunch of pious bull.'

"Next thing you know they will offer a whole student that will attend the course for you."

"Several students condoned the use of the service. Said one: "When I'm forced to take courses I have no interest in to obtain my degree, I'll be damned if I'll waste my time searching for information I'll never again use."

Lowry Street May Be Mall for Pedestrians

Lowry Street, the one-block-long thoroughfare between the Library on the south and the School of Religion, Missouri Book Store and Fine Arts Building on the north—may soon be closed to make room for a pedestrian mall. To do so, the University would build Ninth Street entrances to parking lots of the School of Religion and the book store. The city must agree to vacate the street.

The mall would facilitate students' moving from class to class within the 10 minutes allotted. Now, traffic in the area has made walking and driving hazardous.

University Ranks 12th In Student Enrollment

The University of Missouri is ranked 12th in total enrollment among the nation's institutions of higher education in a survey released by the University of Cincinnati. In a comparable survey last year, the University ranked 13th.

The University's fall 1971 total enrollment was listed at 48,152, a figure which also included some students enrolled in credit courses administered by the Extension Division.

Women's Lib, Pro & Con

Mrs. Avis Tucker, president of the Board of Curators, has some definite ideas about women's liberation, as indicated in this excerpt from a talk she made at William Woods College of Fulton:

"My disinclination to be identified with women's lib stems from their demonstration of poor judgment, bad taste and, at times, just plain indecency. I'm against it if it means throwing away the special

quality of being a woman and when it refuses to acknowledge the special identity of men.

"But if women's liberation means seeking equality in the market-place while keeping a gracious consideration for others; if it means speaking up for equal rights in professional and vocational fields when proven capability on a job merits compensation by salary increases and advancement, and carrying responsibility without an air of being put-upon, then I'm probably for it."

John Brown Greets Nixon In White House Meeting

John Brown, Mizzou's all-conference basketball player, took time out from his round ball chores to meet President Nixon February 3. Brown was one of several star college athletes invited to the White House for a conference on combating drug abuse.

Gifts Total \$1.8 Million

Gifts to the Development Fund of the University of Missouri totaled \$1.8 million for the first six months of the current fiscal year, up more than \$400,000 from the same period of 1970-71.

Of the total, slightly more than half, \$935,000, came through the Columbia Campus Development Fund.

Tiger Wrestler Pulls For Sister in Olympics

When Janet Lynn, the United State's premier figure skater, won a bronze medal in this year's Winter Olympics, she was cheered on via television by brother Glenn Nowicki, the co-captain of Mizzou's wrestling team and undefeated this season in the 150-pound class. They're from Rockford, Illinois.

MISSOURI ALUMNUS

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A third of all Mizzou students will benefit from some of the \$6 million in aid processed by the Student Financial Aids Office.

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Author! Author! / 14

Dene Hammond, Columbia Campus graduate student, wins first prize in UMC's national playwriting contest for original short stories.

'Housemother' / 17

In what may be a pioneer precedent for Men's Lib, housefathers have replaced housemothers in six fraternity houses in Greek Town.

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Around the Columns / 22

COVER: After serving 13 months as interim chancellor, Herbert W. Schooling was named the Columbia Campus's permanent chancellor in January.

**in
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