

# MISSOURI ALUMNUS

NOVEMBER 1968



**IS GREEK TOWN ON MAIN STREET?**

This started out to be a special issue about the University and its relevance to the world today.

It soon became apparent, however, that the Columbia campus is doing literally hundreds of things which could be called relevant. "We're drowning in the mainstream," said Margaret Mangel, director of the School of Home Economics. So the stories selected for this issue of the *Alumnus* aren't intended to exhaustively explore the subject.

We could just as well have talked about some of the new courses being offered: "The Urban Crisis," "Recreation Land Management and Planning," or, "Improvement in Instruction in Adult Education."

We might have talked about the interdisciplinary research on water and air pollution, on alcoholism, on diseases of the aged.

And we could have sounded a warning from John C. Murdock, dean of the Graduate School, who said, "There has been no significant increase in funds for major fellowships for graduate students on this campus since at least 1952. During this period the graduate enrollment has risen over 500 per cent. This is a shocking state of affairs...this message simply must be gotten across to our alumni and friends."

Perhaps the following articles should be read with this in mind.



- 4 Away from the Ivory Tower
- 8 The Black Athlete at Missouri
- 10 Journalism in the Age of Issues
- 13 Is Greek Town on Main Street?
- 20 Opportunity in Africa
- 22 Fight Against Famine
- 26 Training the Country Doctor
- 30 The Mathematics of Urban Planning
- 32 The Schwartzes Live with the World
- 36 Commentary

Cover: There are approximately 3500 members of fraternities and sororities on the Columbia campus, and nearly all of them were on Francis Quadrangle early in September when new pledges "velled in" their preferences of the Greek social organizations. They're fun, but are fraternities and sororities still a viable part of American life today? See story, Page 13.

The Missouri Alumnus is published each month except July and August by the Alumni Association of the University of Missouri—Columbia, 308 Jesse Hall, Columbia, Missouri 65201. Steve Shinn, editor; Virginia W. Glass, assistant editor; and Roy Inman, the staff photographer. Design consultants are Paul L. Fisher, professor of journalism, and Lawrence T. Rugolo, assistant professor of art. Second class postage is paid at Columbia, Missouri, and at additional mailing offices. Active membership dues, \$4 a year.



By GINNY GLASS

## AWAY FROM

**T**he gray autumn sky filtered through the window on a circle of youths sitting around the floor of a long, narrow room. Six teenagers were sharing an ashtray and talking quietly while against the other white wall of the room another small group of boys stared blankly into the drabness outside, flicking their ashes on the floor.

No one appeared to notice when a young man casually walked into the room and sat on the edge of the desk. Nor did they seem to be aware that his coat and tie were an extreme contrast to their blue denim shirts and jeans.

But Nik Neble was well aware that his "group consultation" with these 15-to-17-year-olds would be more than casual. They were in the State Training School for Boys because juvenile courts found them needing "care and atten-

tion." Most persons used to call the minimum security facility, reform school.

Nik Neble is a graduate student in the School of Social Work on the Columbia campus. He and a fellow student, Larry Peak, are among some 50 of their classmates who are receiving 10 credit hours toward their Masters' degrees while applying their theoretical textbook knowledge to real life cases.

This real life situation consists of 350 boys, ranging in age from 12 to 17 who are serving "indeterminate time" at the training school, located at Boonville about 20 miles from Columbia. Typically these youths come from urban, poverty-stricken areas of the state, although juvenile courts refer cases from all Missouri. Underneath the drab uniforms are boys who get mixed up with the wrong people, become vagrants



# THE IVORY TOWER

and are charged with school truancy. Most are from backgrounds unlike the stable environments of Nik and Larry; many of the boys have not had a real family.

Nik and Larry often become so absorbed in their daily involvement with individual boys that they find it hard to remember they are fulfilling a portion of the 60 hours required for their Masters' degrees. Their "classwork" includes 4½ days a week at the training school. But five hours worth of readings and research courses remind them they are still connected with the Columbia campus.

And their obligation to the University is reinforced by the presence of a University instructor. Al Prieto, who holds his Master's degree in social work from MU, serves in this capacity, but his main job is treatment co-



Counseling boys like those relaxing during noon hour break is a responsibility of graduate student Nik Nebel.



Red-brick housing units known as "cottages" in which Nik, left, and Larry Peak work with instructor Al Prieto, right, use minimum security. Only disciplinary action warrants the cell isolation being used by Prieto and Larry for a conference.

ordinator at the 600-acre training school, a position he has held since Feb. 1.

The only social worker employed by the state at the training school, Prieto has the general responsibility to develop and coordinate all areas of treatment in the institution. More specifically, he supervises the five caseworkers in their individual programing for each boy. In his function as instructor, he consults daily with Larry and Nik.

Written work makes up a major portion of their study. On the basis of individual and group consultations, Nik and Larry assess the specific problems and complete a research report on each of the 15 boys with whom they work. Information doesn't come easily, for most of the boys simply don't trust adults. Larry and Nik spend considerable time establishing rapport with light banter, both in formal confrontations and during informal situations.

Here is Nik's evaluation of Jim, a 6-2, 232 pounder, only 16 years old. With an I.Q. of 78, Jim was unable to complete the seventh grade.

"Jim," Nik said, "is a quiet reserved boy with a strong sense of wanting to please. He is an excellent candidate for our institution due to the frustration, low self-esteem and degradation he experienced in the school setting generalized to his home life. Here was a physically mature man forced to sit in school with children half his size. It was, at best, an intolerable situation and truancy appeared to be the least destructive alternative for him. He has never been accused, to my knowledge, of any crime against society

beyond one petty theft against his foster parents. If this youngster would be allowed to work within his potential and achieve some success, I feel he would become a productive member of society."

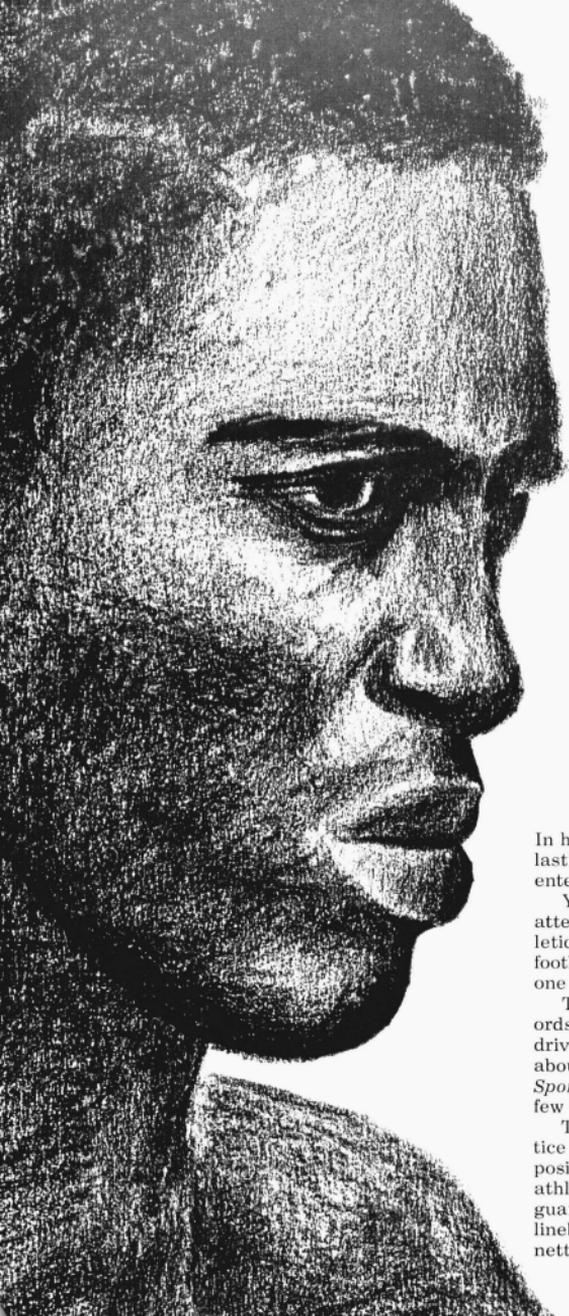
After his summary, Nik noted various treatments to help Jim. At present, Nik felt, "peer approval, ego strengthening and achieving some success in his current environment, with a furlough as a symbol of this achievement, would best help him to become a better member of society." The long range goals for Jim were outlined by Nik in the areas of job training or special education in high school where perhaps he could participate in athletics. Here his greatest assets, size and strength, would make him acceptable.

The impact of coming into contact with real-life Jims, Joes, and Bills is hard to underestimate. As Larry pointed out, the reality of classroom theory is brought into focus by working with individual cases. But Larry also wonders, sometimes, whether they are really reaching these young men.

At such moments he thinks of the youth who had been with the school more than 11 months, awaiting eagerly to return to his family. Shortly after the boy's release, Larry picked up the paper to discover the same boy had shot his father in the back while he was in a bar.

And yet, Larry, Nik and Prieto are convinced that in some way they can help these boys. They wouldn't choose this career if they didn't think so. □





# THE BLACK ATHLETE AT MISSOURI

By STEVE SHINN

In his inner city high school he won high scholastic honors. After taking the entrance test, he entered the University on academic probation.

You are meeting one of the 28 Negroes who attend classes on the Columbia campus on athletic scholarships. Most of them — 22 — are football players; four are basketball players, one a trackman and one a wrestler.

This article will explore the academic records of black athletes at Missouri and their drive to obtain a college education. It is not about the long list of grievances enumerated by *Sports Illustrated* and other national media a few months ago.

This article is not about stacking — the practice of allowing Negroes to play only certain positions on football teams. At Missouri, Negro athletes have been, or are, ends, tackles, guards, centers, offensive halfbacks, fullbacks, linebackers, and defensive halfbacks. And Garnett Phelps was the first Negro to play quarter-

back in the Big Eight Conference.

It is not about Negroes being relegated to non-leadership roles. At Missouri Johnny Roland, Charley Rudd, and Ron Coleman were captains.

It is not about coaches' discouraging interracial dating. There are no dating rules — written or unwritten — for MU athletes.

It is not about hiring Negro coaches, although Prentice Gautt came to Missouri months before it was fashionable.

It is not about the attitude of the Tiger coaches, although Athletic Director Dan Devine was described by *Sports Illustrated* as "one of the few coaches with a real understanding of the Negro's problems."

And it certainly isn't about prejudice in general. America's record, both north and south, isn't good; and no objective person could call Boone County or central Missouri a leader in enlightened race relations.

This article is about education, because this was the one overriding grievance at the college level: that Negro athletes are exploited; that they are recruited, kept eligible with easy courses, used four years on the athletic fields, and then discarded without degrees. How's Missouri's record on this?

First of all, recognize that the black athlete usually starts from behind the typical white student in terms of his academic background. Especially is this true if he comes from a predominantly Negro school. The University of Missouri-Columbia is, after all, designed pretty much with upper middle class white students in mind.

Basketball Coach Norm Stewart puts it this way: "Our entrance examinations are for people with a white, middle class background. How well do you suppose the white student would do if the test assumed a black ghetto background?"

"At Missouri we have recruited almost without exception athletes, both black and white, who are high type, who have good characters," says Dr. Joe Johnston, assistant professor of psychology who doubles as a counselor for Tiger athletes. "And I frankly tell the students who need it that they are going to have to work very hard to measure up academically."

At Missouri there are no separate entrance

requirements for athletes and non-athletes, no special courses. Athletes are advised and their courses approved by personnel in their particular fields of study. They take the tough courses, the required courses, just like anybody else.

But the National Collegiate Athletic Association allows, and the University has, an intensive tutoring program. Providing both group and individual help, tutoring sessions are required for athletes who have grade deficiencies and are available to all scholarship athletes who want to improve their grade point averages.

Each year the Athletic Department employs from 50 to 75 tutors, who conduct from 35 to 40 evening classes. Tutoring at Missouri is not taking tests for athletes or writing their term papers for them, but involves giving them extra explanation and review. And for the athletes who take advantage of the program, it usually works.

Last year, two Negro freshmen were in some academic difficulty after the first semester. They attended every applicable tutoring session the second semester and passed every course with a C or better. Both are now on the football travel squad. In fact, only one Negro athlete became academically ineligible last year, and he could have become eligible by picking up one course in summer school. He chose not to. On the other hand, several white athletes were scholastic casualties.

Since Missouri recruited its first black athlete in 1955, thirty-six Negroes have been on athletic scholarships and have departed. Of these 36, twelve received degrees. Eight played their senior year of eligibility, but did not graduate, although two of them expect to this school year. Sixteen others flunked out, or left school because they didn't like it, or the coaches, or because of some other reason. Some have since been graduated from other institutions.

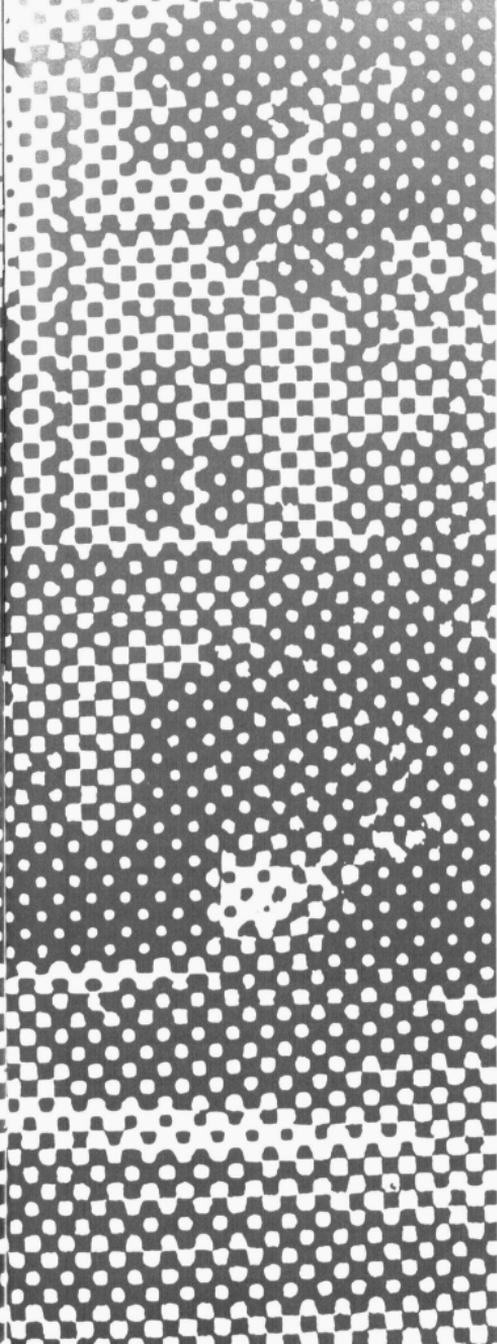
In any event, of the 36 black scholarship athletes, one third have been graduated from the University of Missouri. In a follow-up study of one incoming group of freshman men on the Columbia campus — black and white, athlete and nonathlete, Greek and independent — 29 per cent later obtained degrees.

This is not to say that the record is good or bad, but that this is the way it is. □

# JOURNALISM

in the age of issues





By JOHN MERRILL

Anybody who is aware of the world outside himself knows full well that issues, problems, crises and assorted social upheavals are hemming us in on all sides. Our times might rather accurately be known as the Age of Issues.

The media of mass communication — especially television, radio, newspapers and magazines — are not only telling us about these upheavals in our society but have themselves become leading, and often controversial, participants in the basic issues of our day.

Significant questions which bestir our society no longer are simply posed and discussed by the mass media; today many of the most important of these questions emanate from the communications media themselves. The very stability or instability of our nation and the world appears somehow closely related to the workings of modern journalism — to the way news is reported, issues are discussed and explained, pictures are chosen, and headlines are worded. Few persons doubt any longer that the TV camera makes, as well as records, news.

The University's School of Journalism, the world's oldest (f. 1908) and largest (more than 800 students), is determined to keep abreast of the basic issues related to the mass media and to acquaint students with the tremendous power and responsibility associated with their chosen profession.

Research, as well as coursework, is showing the trend toward issue-related topics. Recent studies at the School of Journalism have probed the differing concepts people have of such terms as "press freedom" and "press responsibility"; have isolated major attitudes in society relative to the desirability of having press councils; have designed a way that a country's press freedom can be measured and charted; have suggested a way to define or characterize a "quality" newspaper; have checked to see if fewer newspapers in a community necessarily leads to less and poorer news and views as is often postulated; and have studied the process of the public's acquisition of special kinds of information, e.g., medical material.

The Freedom of Information Center, located in Walter Williams Hall, serves as a focal point for the school's interest in the whole vital area of freedom and social responsibility of the press.

Research is proceeding in a number of related areas such as press councils, monopoly newspaper cities, minority group access to the press, pressure groups and the press, and governmental information policies.

The center not only serves as a research office and clearing house for a wealth of information in this broad area, but its work spills over into the classroom where two separate courses specifically deal with freedom and control on information, certainly of prime importance to journalism students today.

What about the press and its relationship to a fair trial? The press and riot coverage? The press and general crime coverage? The press and social responsibility? What kind of ethical standards does the press need and what will be the impact of press councils on journalism in a free society? Can — or should — the press be objective? These are some of the questions which are seriously considered in a number of courses.

All J-School alumni will remember the traditional required course, "History and Principles of Journalism." Certainly important to the understanding of the press and society, it is still offered and required of all students, but it has been reduced to a three-hour course. A new course, a companion to H&P called "Mass Media and Society," also to be taken by all students, began this fall as a two-hour course. This basic course, perhaps as much as any other, serves to exemplify the school's growing concern with basic issues in journalism — social and philosophical.

For example, the new course will attempt to focus on a number of important areas which are dealt with peripherally or unsystematically in other required courses. It will attempt to give the students — largely drawing on sociology,

psychology and philosophy — an overview of the critical areas of journalism and society.

"Mass Media and Society" will be offered each semester in two sections — one for undergraduates and the other for graduate students. Graduate students, because their section will be much smaller, will have more opportunity to discuss these issues than will the undergraduates; but the material covered by the two groups will be the same.

Among the topics to be considered in the new course are these: theory, process and special barriers of communication; the special nature of mass communication; types of mass media and audiences; the press as a social institution; the effects of mass communications; the importance of general semantics to the journalist; propaganda and public opinion; mass movements and mass communications; images and stereotypes, journalistic problems of bias and distortion; systems and concepts of the press throughout the world; criticisms of the U.S. press; freedom of the press, censorship and related topics; journalistic ethics, and a look toward the journalism of the future.

The School of Journalism, in giving attention to such courses as "Mass Media and Society," is not at all losing its traditional orientation as a professional school for journalists. Its students still write and edit, design and sell advertising, take pictures and give the news on TV and radio, lay out pages and study type faces; but they are reading about, thinking about, and discussing journalistic issues with more gusto than ever before. The students are interested in confronting the basic problems of our day — and among them are many journalistic problems.

If the journalism of tomorrow is different from that of today, the students are realizing it will be different, not only in more sophisticated techniques, but in changing philosophical directions and goals. These are being discussed and determined even today in our classes (and informally on the campus) as students engage in serious dialogue. The School of Journalism is determined to serve as a catalyst and guide to the students in this whole area which is proving to be an exciting new dimension of journalism education. □

---

*A professor of journalism at the University, John Merrill has varied experience on weekly and daily newspapers in four states and presently freelances for several newspapers and magazines in the United States and abroad. His most recent book is The Elite Press: Great Newspapers of the World, published last month by Pitman Publishing Corp., New York.*



# Is Greek Town on Main Street ?



**C**ollege life started early for 3500 students this year on the Columbia campus. These are the fraternity men and sorority women who rushed back for rush week, that period before classes when potential members, mostly freshmen, look over and are looked over by the 28 fraternities and 16 sororities chartered at MU.

The emotion generated by the frantic pace was released at the Columns when the new pledges proudly announced their affiliations to fellow-Greeks during the traditional "yell-ins." Meanwhile, back at the dorms, are the young men and women who choose not to pledge — or who are not asked.

Greek life is important at the University of Missouri-Columbia. About 25 per cent of all undergraduate men are fraternity members, a proportion which has remained relatively constant during the past 10 years. Fewer women belong. Last year 19 per cent of undergraduate women were members; the percentage has fallen consistently from a high of 42.5 per cent in 1952.

This year 352 of the 583 women registered for rush pledged. Approxi-



Greeks bearing their banners and wearing their pins come to "yell-ins" to see who pledged what house.

mately 600 men joined fraternities during the period. With their new pledge pins, the novices entered the Greek system, involving many study halls, hotly contested intramural clashes, pinning ceremonies, hours spent on decorations for homecoming and Christmas formals, and an active, organized social life.

Is this experience meaningful? Is it relevant to college life, and the world, today? The question is perhaps unanswerable, but it is one which has been asked many times.

On the Columbia campus, most of the student leaders are Greeks, although the president of the student body is an independent. Of this year's Alumni Association Board of Directors, 23 of the 41 were affiliated with a social fraternity or sorority during their college days. The readership survey conducted by the *Alumnus* last spring indicated that about 35 per cent of the Association's membership belonged to Greek organizations.

Scholastic achievement varies from semester to semester. But generally at Missouri sorority members' grades are somewhat higher than independents'. Fraternity men's grades are somewhat lower. In the spring 1968 semester, the all-sorority average and the all-women's average were the same: 2.7 (2.0 represents a C). The same semester the all-fraternity average was 2.4, and the all-men average was 2.5. Only 53 per cent of fraternity pledges averaged 2.0 or better.

One of the most articulate critics of the Greek system is Dr. John M. Kuhlman, a professor of economics and voted one of the top professors on campus last spring. Here are Kuhlman's comments, followed by those of others who feel differently:

"The fraternity movement has failed to perceive and keep up with the change in direction of the University which has occurred since the mid-1950's. In large part, it is simply out of the mainstream of contemporary campus activities. It is a shame that this is so. But, more important, it is a shame that the members of the Greek living groups aren't making more of an effort to keep the fraternity movement in the mainstream of campus life.

"A fraternity flies the Confederate flag knowing that many of the University community find

it to be offensive. A sorority member sings "for he is a fraternity man," indicating that a man's affiliations are more important than his accomplishments. A fraternity member tells me that he "came from a business, middle-class background and he is going to marry a girl from the same background and buy a house and live in a business, middle-class background." Another student argues that he doesn't want a language major in his house because he wants to live with fellows just like himself. In many Greek houses, but I am glad to say the number is steadily declining, one finds the pledges being coerced to get involved in stage productions. But you find only one house on our campus that has Negro members (outside of the Negro houses). Few if any houses have foreign students either as members or guests. Faculty visitation is minimal and even here, in some cases, it is a blatant effort to assist members with their grades.

"The only justification for their being organized living groups on the campus is the fact that they make a contribution to their members' educations. If education is to take place, much — if not most — of that education will take place within the living group itself rather than in the classroom or library. The final justification for either dormitories or Greek houses is the fact that they comprise an educational experience. But if the Greek houses are to be accepted by the rest of the University community — and this refers to, in large part, the faculty — the educational experience provided the members must be in harmony with the purposes of the total institution. Finding dates for new members, pointing out the easy professors and snap courses, and providing files of old exams will not qualify as an adequate educational experience.

"To visit a fraternity (or sorority) is quite an experience for a faculty member. You ask to see the library and there is none, or if there is a room called the library, it may well house trophies as well as a collection of old books which have no resale value. Few subscribe to any newspaper, much less to the *New York Times*. You won't find *Time* or *Newsweek*, much less the *Saturday Review*, the *New Yorker*, *Harpers*, *Atlantic*, or the *New Republic*. I sus-



During final rush dates, fraternity men put "pressure" on rushees to try to influence their decisions to pledge.



Costumes, skits, clapping and songs are not a part of fraternity rush. Rather, cigarettes, sodas, serious rushing and girl-watching dominate time during men's rush dates. Sorority women, on the other hand, present their side of the Greek system to rushees through skits depicting the Greek way of life.



pect that few could even produce a dictionary, let alone a set of encyclopedia. They will all have television sets, but few evidently have a collection of classical records. All will get their pledges out for fraternity activities, but few sponsor concert parties to make sure that the new pledge is exposed to the performing arts. All entertain their alumni, and a few entertain some of the faculty, but very few — if any — support outside speakers or any sort of a seminar program. Most accept members with similar or identical backgrounds and interests, but few try to provide the members with the widest possible exposure to people of different backgrounds and interests.

"And all of this is a shame. The Greek houses have the resources and the organization to make a tremendous contribution to the legitimate aims of the University. In an era when there is increasing demand that the nation's

institutions of higher education be relevant, the Greek houses are becoming increasingly irrelevant."

*Mary Pat McConnell, from Independence, Mo., is a PhD candidate and instructor of speech. During her undergraduate career, she served as president of her sorority, Chi Omega, president of the Association of Women Students, and she was elected to membership in Mortar Board, LSV women's honoraries and "Who's Who in American Colleges and Universities."*

*She wrote:*

"Call it friendship, call it interpersonal relationships, call it communicative ability, this vital part of the educated person's whole development is a necessary function of a university education; yet this function is not necessarily performed by the university as an institution. Since the original and continuing reason-for-being of sororities and fraternities is to build the foun-



dation on which strong interpersonal relationships can be cultivated, Greek organizations have a rich advantage over the university as an institution and over other student groups. This advantage lies in the ability of sororities and fraternities, inherent in their purposes, to foster positive attitudes toward the university by making it a pleasant place in which to live, study, and relate to other people. A relatively simple function, yes, but one that is absolutely necessary if the mission of the university is to succeed and the whole person is to be developed."

*Brian Brice, is a sophomore pre-Journalism student from Peoria, Ill. A member of Sigma Nu fraternity, he was a radio announcer for WURL in Peoria:*

"Today's relevancy of the Greek system does not rest with its facilities and physical appearance. The true strength lies in that indefinable word, 'brotherhood.' This is something that the

casual passerby cannot see from the sidewalk. Indeed, many can't see it when they visit inside a Greek house. Brotherhood is an intangible entity that grows as members interact with each other on every level.

"And brotherhood is no longer being kept from minority groups because of century-old national by-laws. All fraternities on the Missouri campus have either eliminated these antique clauses in their national constitutions or obtained waivers of honor which exempt their specific chapters.

"As to the charge that rush is ruthless, it seems that 'selective' is a better word. Just as the rushee should ask, 'What can this house do for me?', the house must ask, 'If pledged, what can you do for us?' Being limited as to just how large a pledge class can be taken each year, Greek houses must, by necessity, only pledge the cream of the crop."



*Vicki Vaughn, a senior in Arts and Science from University City, was treasurer for the Association of Women Students and named to "Who's Who in Residence Halls":*

"Having been in a residence hall for three years, I have been witness to so many who pledge a particular house because of its 'image' and how it can help them. Many use their houses to hopefully enhance what they think their peers will think of them, instead of trying to develop their own personalities profitably. I think it is commonly agreed that this unconscious attitude of so many pledges is unhealthy. However, their houses are so important to them that they do attend the mandatory study halls, and participate in the activities required of them in order to obtain membership. Having been involved in such activities, I have seen these mandatory functions produce well-rounded, socially graced, responsible young adults.

"This same goal can be accomplished without the Greek system; however with much more difficulty. Within the residence halls, studying, maintaining a particular grade point, and 'keeping in the know' of what is happening on campus, etc., is not compulsory, although encouraged. Because initiative must be primarily self-realized, many potentially excellent leaders are lost — not having been 'encouraged' enough."

*Gene McHugh, a senior in Journalism from St. Louis, is past pledge trainer of Alpha Tau Omega fraternity, and served as Greek Week Community Service Project chairman and Greek coordinator for a campus political party. He is a member of Pi Omicron Sigma, men's fraternity leadership honorary, and Alpha Delta Sigma, advertising honorary:*

"The Greek on campus has control. He has the power to do so much and yet, and this is what really disappoints me, he girdles himself to the petty antics of the pseudo-big-time politics of the campus. It does no service to the system by having campus politics develop its own style of 'smear campaign' which at times has been downright degrading. Intense involvement in the political structure of the campus, with equal involvement in petty disputes, stifles any attempts toward reconciliation and progress.

"I really do feel, however, that the Greek today is a sharp kid. A mature kid. He's a kid

with a good head on his shoulders. He wants to learn and he's proving this. He wants to feel at ease socially. He's also doing this. He wants to squeeze as much out of his college life as he can, and he's doing that, too. He sees opportunities and he takes them. Good for him. He's going to make it. I'm proud to be one of them."

*Mrs. Bob Haverfield is past president of the Columbia Panhellenic Association and chairman of the University Alumni Rush committee. She is also editor of the Crescent of Gamma Phi Beta, her national sorority magazine, and chairman of the National Panhellenic Editors Conference:*

"At this time when universities, because of their increased enrollments, are impersonal institutions and when universities are in full retreat from the doctrine of *in loco parentis*, fraternities and sororities are the only groups who offer guidelines for conduct to their undergraduate members. When the key privileges (no closing hours) are available to all except freshman women, sororities are the only living units to set standards of behavior that will hopefully see young women through their college years and through their entire lives. University and privately-owned dormitories have shown no interest in this aspect of student development. High moral and social standards among Greeks are basic to relevancy.

"Fraternities and sororities have one advantage that is particularly theirs — one which cannot be provided by parents, faculty or staff. It is peer group motivation. Fraternity chapters can, and do, provide the timely stimulus which encourages their members to develop their abilities and capacities in the classroom and on the campus.

"Fraternity and sorority members have long taken an active part in community affairs. While in college, most groups adopt a community philanthropy: aid to civic groups, underprivileged children, youth groups. During Greek Week a major philanthropy is adopted and executed by the combined efforts of all Greek organizations. This is an introduction to continued community participation.

"Some critics say that Greek groups are outmoded and irrelevant. I know of no group more

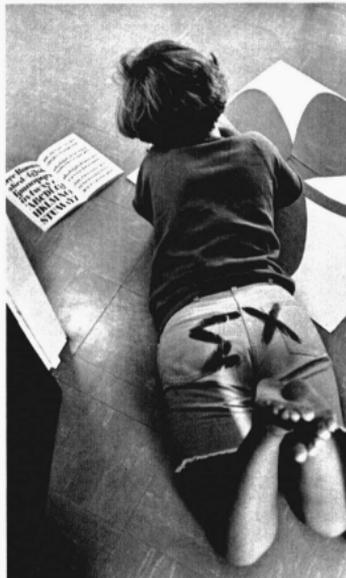
self-critical, more self-analytical than the Greeks. They are constantly re-evaluating themselves as individuals (part of pledge education); as living units (as individual Greek organizations) and as a system (the Panhellenic and Interfraternity groups). The fraternal groups have learned to 'roll with the punches,' adapting to the best of the present, while keeping their basic premise that real values remain changeless in a changing world."

*Dr. Jack Matthews is dean of students on the Columbia campus:*

"Society and all its institutions, including the University, are being challenged as to their relevancy. We all need to examine and to re-examine the goals and purposes of the organizations and institutions with which we are affiliated

and work for appropriate change and improvement.

The Greek organization is certainly one institution which obviously needs to take 'the hard look' at its program. For those of us who believe there is a place for these organizations on campus, we need to give such support and direction as we can to them, just the same as we give assistance and guidance in helping any individual student, or group of students, find a better way to improve his or their total environment with the end result that each individual student will be a better educated and more competent person when he leaves the campus. For this is the time that most young people later will describe as 'the happiest years of my life.' And they also can be most fruitful." □



"Work week" is a necessity for sorority girls who design name tags and learn various facts about the rushees before actually meeting them during the following week.



William H. Elder, left, professor of zoology, and his graduate assistant, Don Rogers, fit drugged bull elephant with a collar to be used to identify the animal and his range in Zambia. Photograph was made by President Weaver.



University President John C. Weaver gets a tour of University of Zambia at Lusaka.

# OPPORTUNITY IN AFRICA

This fall Swaziland, the last African colony of Britain to gain independence, became the 125th member of the United Nations.

This fall the University's Board of Curators approved a Center for International, Foreign, Area and Comparative studies with headquarters in St. Louis and offices on each of the four campuses.

This summer University President John C. Weaver was in Africa, officially as a guest of the federal Agency of International Development, but he also took advantage of the trip to visit universities in Malawi, Zambia, and Kenya with an eye toward the possibility of the University's establishing a field station for study in East Africa.

All this has a relationship, of course. The world has grown tremendously in terms of independent nations since the United Nations began with 51 members in 1945. And about half of the

74 additions have been the emerging, underdeveloped African nations.

"This is another new frontier," said President Weaver, "the type of situation for which the land grant university was developed. The land grant tradition of scholarly work and practical service has obvious application on this continent."

The Columbia campus already has strong international study programs in the areas of Southeast Asia and Latin America, and this summer two projects were under way in Africa.

In Malawi an Extension team led by Bill Mackie has been working since 1965 training Malawi citizens to operate their own radio station for commercial and agricultural development. Now nearing completion the project is financed by a \$500,000 AID contract. The station, incidentally, has progressed to the point that it is paying for itself.

Across the border in Zambia, Dr. William Elder and a graduate student, Don Rogers, were making a study of elephant migration habits with the help of a National Science Foundation grant. Besides providing invaluable knowledge to Elder and Rogers in their own field of study (zoology), the research coincidentally is helping Zambia in the areas of food production and wildlife management for the growing tourist industry. The Elder story is scheduled to be told in an early 1969 issue of *National Geographic*.

The AID program in Malawi was operational in nature; the Zambian research, scholarly. The latter is the type that President Weaver sees as the more beneficial to the University of Missouri.

"The radio system project was valuable to the people who worked on it and to the government of Malawi," explained the Missouri president, "but there actually will be little 'feedback' benefit to the University.

"We need university-to-university programs which can attract top scholars who can add significantly to their own knowledge and teaching competence, while also providing help for the emerging nation."

No single university can be expert in every area of the world. Each institution must concentrate its efforts. It may be that East Africa will prove to be one of the areas of concentration for the University of Missouri. □

# FIGHT AGAINST FAMINE

By BOB JONES

Seldom, if ever, have so many people worked so hard in so many ways to prove one man wrong. More than half the people in the world are involved in this effort. Missourians and MU alumni are playing major roles.

The man we are determined to refute is not Marx or Mao. He is T. R. Malthus. In 1798 Malthus announced his alarming theory that the world's population is doomed to surpass the limits of its food production possibilities. He foresaw an ugly day when we would go down before the relentless onslaught of the four horsemen — Famine and Pestilence and the consequent War and Death.

There have been times — some fairly recent — when it looked as if Malthus' thinking would turn out to be tragically and disastrously correct. Today the effort to provide adequate food for the world's 3½ billion mouths moves forward on two principal fronts, and the University of Missouri-Columbia is a leader in both of them.

Two thirds of the world's population live in countries where the average diets won't be adequate this year to maintain minimum health. They won't be adequate next year either. That's why short-run help must be provided immediately for the starving and undernourished.

Longer-run help depends on the export of ideas, knowledge, technology. Give a man a bowl of rice and you feed him for a day. Help him to produce his own rice and you feed him for the rest of his life.

To do the latter, MU researchers and Extension staff members are working in various locations around the world. The center of this research, of course, is the Columbia campus. Here a hundred or more scientists in at least nine departments of the College of Agriculture are searching for ways to prove Malthus wrong. The



results of their work usually strengthen both fronts in this feed-the-world effort.

New practices boost production in this country and increase the quantities available for export. New practices also can be adopted in foreign lands to increase their food production.

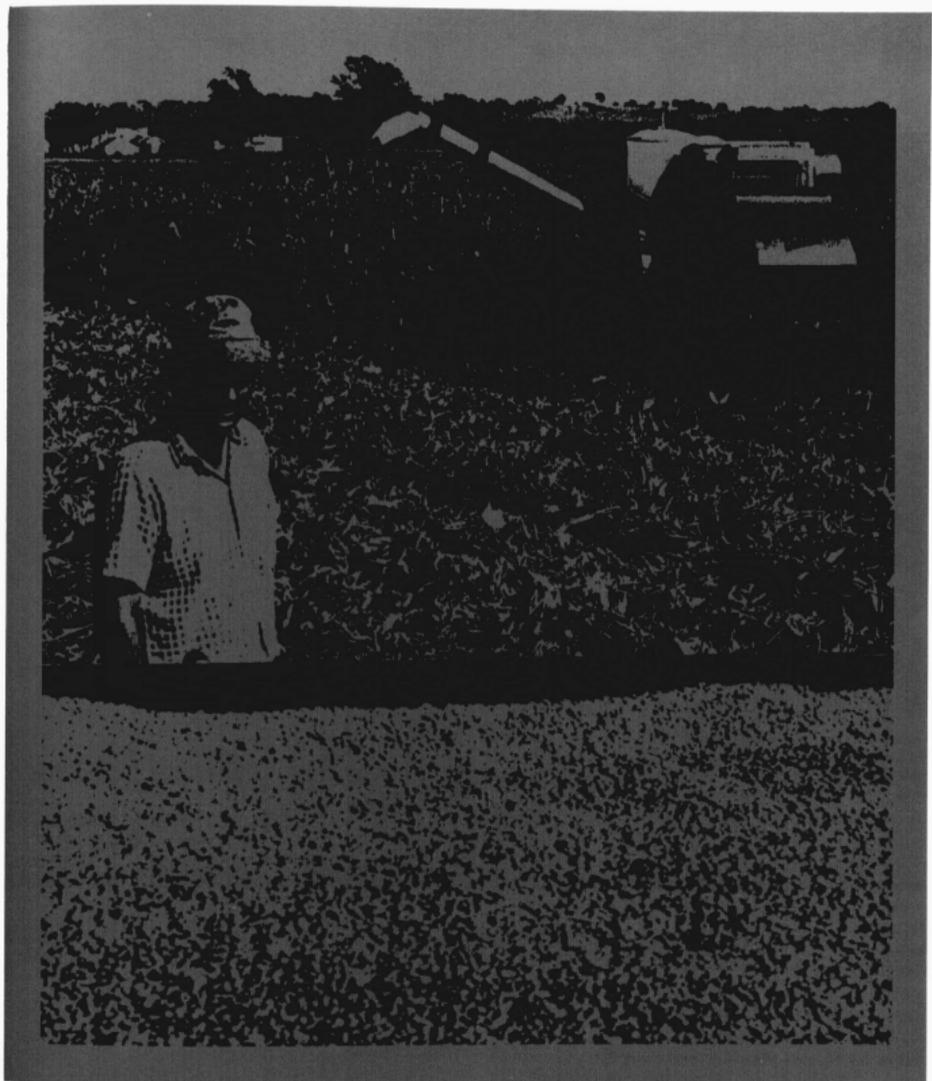
To deliver, explain, and demonstrate these Missouri-developed ideas in needy foreign areas, we have 17 staff members at work on AID and FAO programs in India, Malawi, Colombia, and other countries. As part of these programs, there are 30 foreign students on the Columbia campus to learn food production tech-

niques and practices that they can take back to their countries. MU is not the only institution that is deeply involved in this very real life or death campaign — far from it. However, the MU contributions have been and continue to be significant.

Soil conservation is essential to food production and MU has been a pioneer and leader in this work. Says MU Agronomist C. M. Woodruff, "It was in Columbia 65 or so years ago that a research project showed how some fields were losing more fertility by erosion than by crop production."

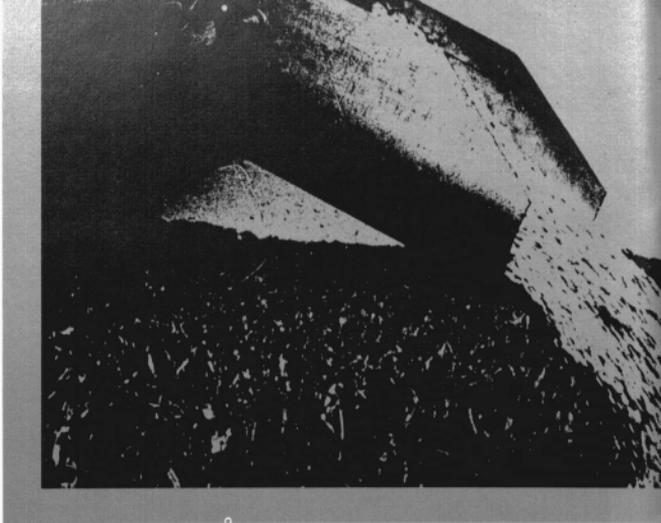
As late as 1914, the University had the only data on erosion when Congress asked for a national review of the problem. Today, much of the erosion control work around the world is based on MU studies, both past and present.

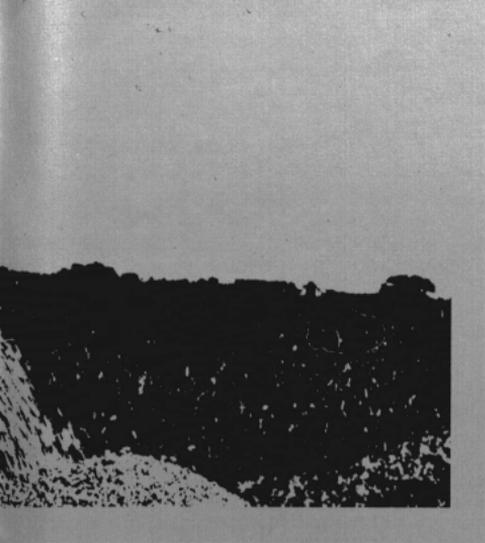
Remember those scrawny oxen and other creatures of burden used in so many underdeveloped countries? Our cattle crossbreeding project at the North Missouri Research Center is providing information on livestock breeding and hybrid vigor. "These principles will be largely transferable to native livestock breeds to help





Geneticist M. S. Zuber of MU's Agronomy Department, sorts kernels of corn on light table to find high lysine, opaque 2 gene.





livestock owners in hungry nations improve their cattle for meat, milk, and draft purposes," explains A. J. Dyer of the Animal Husbandry department.

Another major advance in cattle production has come through artificial insemination. This technique provides rapid herd improvement for Missouri livestock men as well as for herds around the world.

No amount of food will turn back the Four Horsemen, however, if vital diet elements are missing. MU nutrition work again points the way. Ag Chemist Boyd O'Dell was the first to show how human beings on supposedly good rations can suffer zinc deficiencies and resulting poor health. Other trail-blazing nutrition research has been done at Columbia. Presently, scientists in Ag Chemistry, Poultry, Animal Husbandry, Food Science and Nutrition, Home Economics, and the School of Medicine are pushing ahead on diverse but related nutrition projects.

When a cow produces barely enough milk to save her calf, there's precious little available to feed starving children. Too often, this is the case in backward countries. There, the cow's feeble flow of milk is measured in quarts per

year — far short of the 1500 gallons per year from the average DHIA-tested Holstein in this country.

Putting pasture to its best use has long been an MU strong point and this research continues. Already, the studies have provided ways to keep the milk flow turned on when grazing has ended. Dairy department experiments have even shown how a change of milking pace can add to the total yearly milk flow per cow. These are simple ideas that, quickly and easily, can be put to advantageous use by people in other lands.

And consider fertilizer use. It was MU agronomists that showed the world how crop production can be increased and soil fertility maintained indefinitely, even under continuous cropping.

Some of the first work in genetics of corn crops was done at MU and the vast gains in hybrid corn production have gone far to feed the beeves and fill the bins of the world. Today's corn researchers at MU are looking at high plant population, narrow row, irrigation tests aimed at 200 bushel-per-acre yields. They also are studying sod-planted corn for hillside farming. And they are working on special higher protein varieties that will give a tremendous boost to corn's value as food or feed.

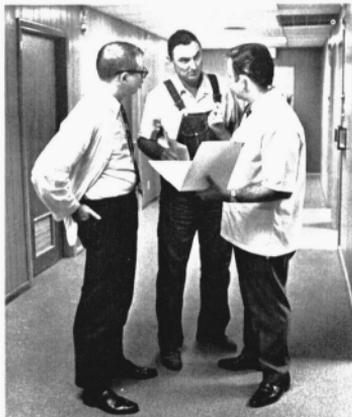
There are parts of this world where it's a fortunate man who owns a sow which delivers nine pigs each year. In Missouri we expect 18. Imagine the food increase when pig production around the world reaches 24 per sow per year. B. N. Day's current research at MU shows that sows can be stimulated to farrow larger litters and that 24 pigs per sow per year is in fact a modest goal. At that, it would be a 33 to 160-per cent increase with no additional breeding stock.

Plant and animal diseases, insect control, soil chemistry, livestock rations, multi-row machinery, new crop varieties, herbicides, improved seed stocks, advanced practices — in these and other battle areas the University has taken the lead. We have challenged the horseman of Famine first. When he is vanquished, we will be well on our way to victory over Pestilence and War. And you can rest assured, we will have made Death stand farther away. □

---

*Science writer in the Agricultural Editor's Office of the College of Agriculture, Bob Jones came to the University in 1967 from Wisconsin, where he worked for several years on trade and company publications.*

## TRAINING THE COUNTRY DOCTOR



Patient-doctor rapport was experienced first hand by student Bob Frazier while working with one preceptor, Dr. T. W. Garrison.

In an era of transplant dramatics, what happens to the patient with an ordinary, run-of-the-mill sore throat?

It's the exotic research that gets the headlines; it's the unusual illness that is often referred to the large medical center complex.

The School of Medicine on the Columbia campus has strong research programs in many areas. (See "Researchers Gang Up on Heart Disease" in the May 1968 issue of the *Alumnus*.) But in training physicians for Missouri and other communities, the school has not forgotten that it is the general practitioner who usually sees most of the patients. Included in the curriculum is a preceptorship course designed to teach the young medical student the art of the general practice.

Originally the program was instituted as an elective in 1956 when the University Medical School opened. Since 1964 students have been required to complete as part of their "study blocs" a preceptorship in an outstate Missouri community. Last year, more than 106 general practitioners, many of them MU alumni, served as preceptors. By working with these men, every student in the third or fourth years of medical school is provided with the opportunity to learn the role of the GP, both as a profession and as a citizen in a Missouri community.

Take Bob Frazier, for example, a fourth year medical student. He followed the "routine" of three general practitioners while taking part in the four-week preceptorship in Camdenton, Mo.

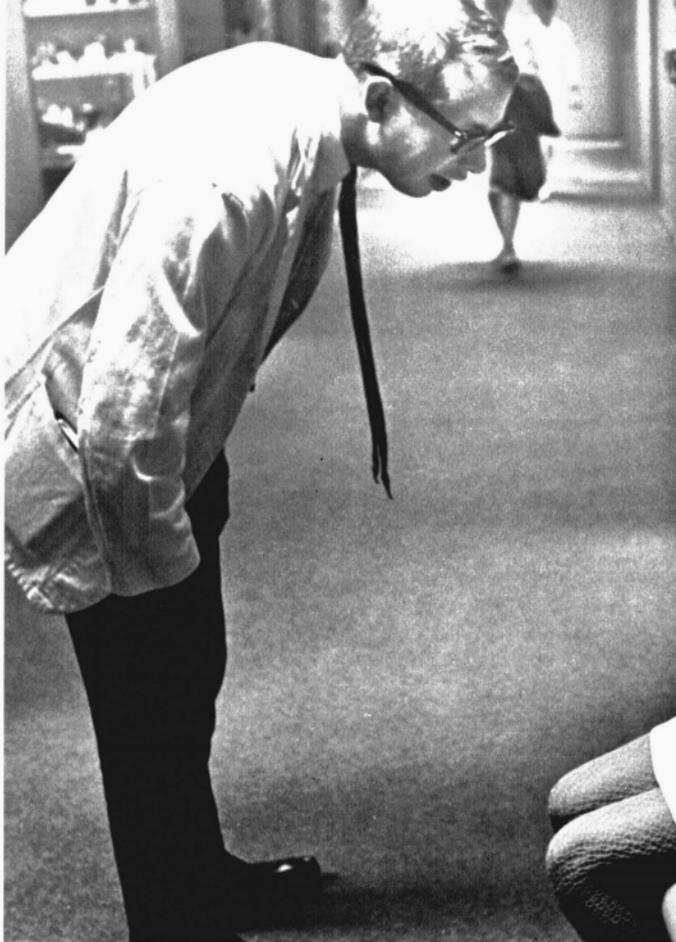
However, the general practitioners in the community of 15,000 where Bob worked certainly do not project the traditional image of a country doctor. The "family doctor" in Camdenton consists of a quarter of a million dollar investment by three University Medical School graduates in a medical center that serves the community and surrounding area, plus thousands of summer tourists who frequent the Lake of the Ozarks area.

Dr. T. W. Garrison, Jr., and Dr. Donald B. Holley are both 1958 Medical School graduates. The third physician, a 1965 Medical School graduate, is Dr. Max Carnell, who joined the practice after completing a forestry degree, also at the University. Dr. Garrison, called "Dr.



Bob found a general practitioner deals with a variety of cases during his busy day, including reluctant little boys. Below, he and his wife, Penny, find time for needed relaxation at her parent's Lake of the Ozarks cabin.





While learning to put children at ease when seeing a doctor, Bob actually was using techniques which will aid him in becoming a successful physician.

G" by his associates, commented that the trio designed the building occupying the 70-acre tract with the "least amount of steps possible." The three men share a tiny office, and "we weren't even sure we needed that." These are truly working doctors.

An advantage of the preceptorship program is that the student experiences first-hand the routine tasks of a physician. The hospital near-

est Camdenton is about 25 miles away, in Lebanon. Bob frequently made rounds in the morning with one of the three doctors who alternately drive over to visit their eight or nine patients in the hospital. Here Bob says, he saw illnesses not often treated in the medical center at Columbia. Bob views the goal of the preceptorship program as one "to expose the student to general practitioner's work and real-world medicine



that is apart from the more formal atmosphere of medical school."

The three physicians treated Bob just like another colleague; "Dr." Frazier accompanied one of the three each day in his work in the 15 green-carpeted examination rooms. Bob had the opportunity to assist in appendectomies and tonsillectomies, treating lacerations and a host of other things he does not have the chance often

to witness at the University Medical Center. For Bob, this variety of cases was a stimulating and practical part of his studies, because he found he "knew more than he thought he did."

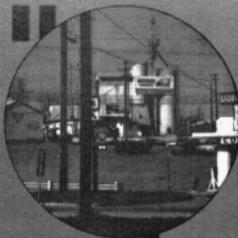
Bob commented he had hoped to sneak in some fishing, since he and his wife, Penny, stayed in her parent's cabin on the lake. But while Penny learned what it is like to be a "GP's wife," Bob discovered that a general practice leaves little time for fishing.

Bob's preceptorship work differed from most in that his wife was able to accompany him. Usually the student lives with the physician's family. Dr. Garrison's wife explained the three doctors alternate in keeping the student for the four-week period. She said she "tries to make the student a part of her family" and cooks and launders for them just as she does for her husband.

Although the doctors are quite easy to find, because their phones are alternately hooked up to receive calls at night and on Sunday, they rarely travel to a patient's house. If they must see patients in the evening, they prefer to treat them in the center where there are proper facilities. This is probably what Penny meant when she said she had an opportunity to see what "GP life was like," because Bob frequently made late-night calls.

As a matter of fact, Bob spent most of his time at the medical center. The office is equipped not only with a physical therapy unit, X-ray facilities and business offices, but also has a pharmacy in front. A lunchroom is included in the structure, although Bob found the normal "twelve to one" lunch hour depended on the number of patients. And yet, the personal touch of general practice was not lost in this modern center. Not only was there a constant pot of coffee and breakfast rolls in the lab, but every employee took turns bringing a luncheon dessert.

It is this part of general practice Bob liked the best. The personal approach that the three physicians all brought to their practice was an enlightening dimension to Bob's medical studies. For this reason, Bob said he "is considering general practice more than ever before. It is certainly not," he emphasized, "any kind of a dying art." □



## THE MATHEMATICS OF URBAN PLANNING



**C**ities: mushrooming, complex, disorderly, full of problems.

Computers: mushrooming, complex, mathematically precise, and designed for problem solving.

The question: Can computer techniques be applied to urban planning — zoning, traffic, water and sewage disposal needs — as a guide to orderly development?

No one really knows, but a group of Columbia campus engineers are heading a team of researchers who intend to find out. In engineering jargon, they're studying the "Application of Rational Decision-Making Techniques in the Guided Evolution of Urban Systems."

Because the expansion and merging of metropolitan areas is a continuous process — and has been for decades — urban planning is nothing new. For a long time, people have been concerned about the manner in which cities grow, how different segments encroach on other segments, how best to provide additional services.

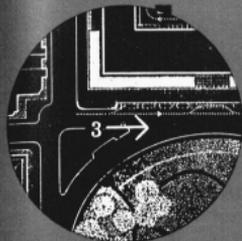
What happens to the traffic patterns when a new shopping area is built, when third-class residential areas interact with second-class res-

idential areas, when industrial and commercial areas expand into formerly rural areas? What is needed? Mass transportation? More freeways? A combination of the two?

Or look at the problem another way. The urban system can be described in terms of educational, social, economic, public works and individual works (housing and private enterprise) segments. These interests are often in conflict. How do you resolve these conflicts? How do you design the optimal growth of a city?

Urban planners have had varying degrees of success. But without a scientific tool, metropolitan growth often has been haphazard at best, satisfying the interests of few and being a major factor in social unrest. Even when one group of planners — traffic engineers, educators, or housing experts — does its work well, it usually is impossible to relate its findings to the projects of another group. The Rational Decision Making Study hopes to prove that a tool can be developed which will include the various metropolitan interests.

Although the approach essentially is an engineering one, the research team, like so many



on the Columbia campus, will be interdisciplinary. Sam Dwyer, associate professor of electrical engineering; Dick Douty, associate professor of civil engineering; and Adrian Pauw, professor of civil engineering and last year's acting dean, are leading the researchers. But they also are lining up help from the Departments of Economics, Sociology, Political Science, and the College of Education.

"We can't presume to know all the factors that should be considered," explains Dwyer.

This insistence on proper data is important. Cities have an extremely complex set of variables. Literally hundreds of sets of separate data ranging from birth rates to super market habits in the suburbs could be fed into the computer.

"But if we used them all," says Douty, "a decision probably would not be possible. The answer comes out gray and city planners need black-and-white, yes-and-no decisions. So it's important that we select the correct kind and amounts of data — if we can."

The feasibility study is being done with a \$27,000 grant from the University, part of the

\$350,000 "seed money" provided by the last General Assembly to be used for urban problem solving. University administrators are convinced that the land-grant university, with its traditional dedication to service and research, is going to be an important force in urban affairs and that the University of Missouri, with two new urban and two well-established campuses, is uniquely qualified for this role.

Right now, the University approach is one of experimentation. There are no lack of urban problems or of approaches to solving them. Little scientific work has been done on many of them, however, and no one is naive enough to believe that \$350,000 worth of research will uncover any magic formulas. But if some of the feasibility studies appear promising, then more research money should be forthcoming from federal and foundation grants. And then, perhaps, the University can make a solid contribution to better urban life.

In any event the cities are with us; they are continuing to grow; and millions of Americans have to learn the best way to live in them and with them. □



Working in the field, Charles and Elizabeth Schwartz shoot footage for new nature movie.



# The Schwartzes

## Live with the World

By JIM KEEFE

Charlie and Libby Schwartz are difficult people to sum up in a few words. Their lives and achievements (which are often the same things) tend to defy categorizing. I've struggled with the adjective before and come up with such things as dedicated, determined, and scholarly. There have been times when I felt that proud and stubborn fit well, too. They are all those things, and I mean proud and stubborn in the best sense: too proud to do less and stubbornly determined to succeed. And their success has been due to all those attributes, of which scholarlyness is not the least.

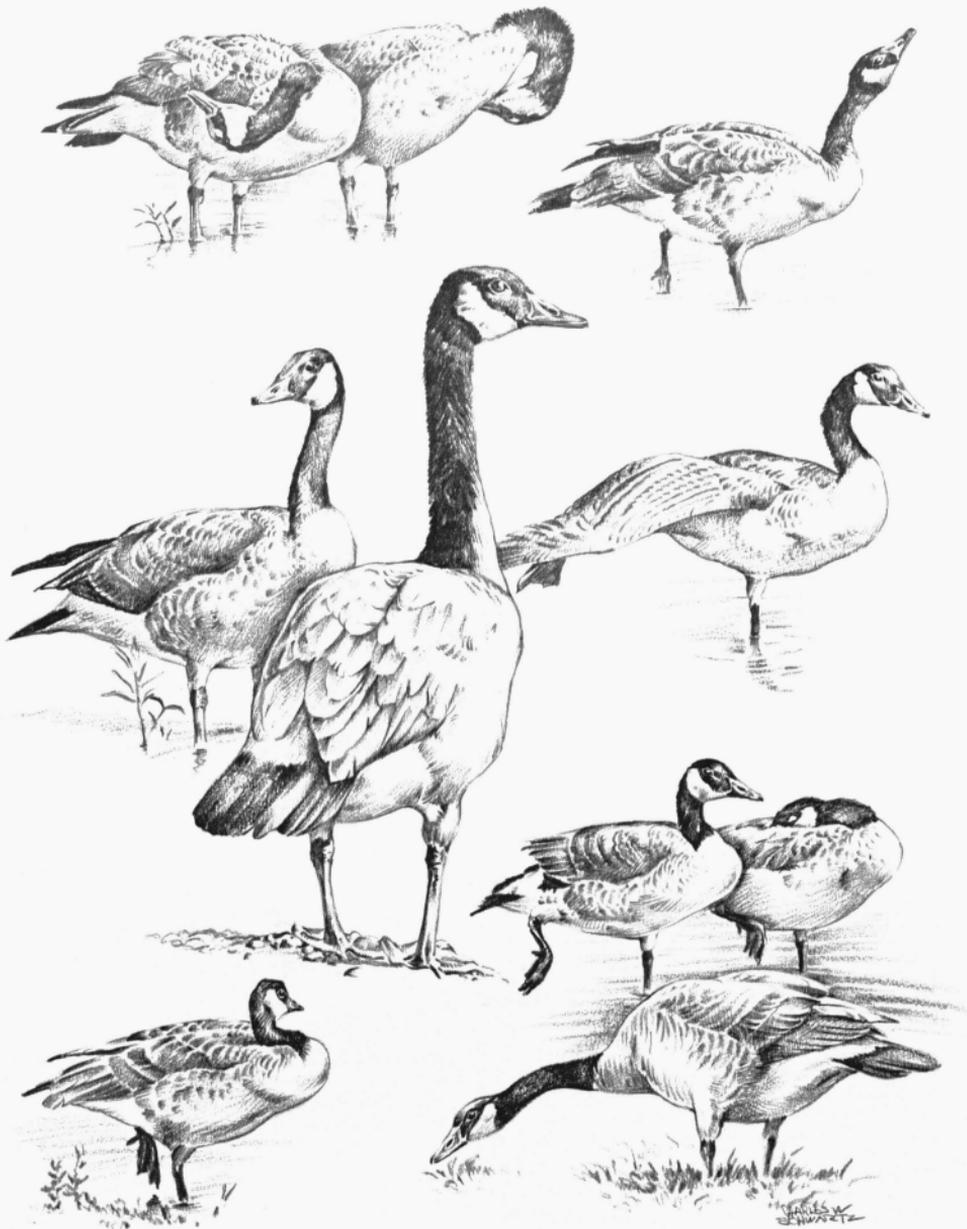
Another adjective that the Schwartzes wear is that of conservationist. The term has become fashionable today, but was not always so, and too many people are called conservationists who have not served the apprenticeship to earn such a distinction. The Schwartzes certainly have. In the long struggle to help man live within his environment and to perpetuate that environment, the Schwartzes have played a leading role. It's an important job, too, for this is the only world we have. We either learn to live with it, or we won't live at all.

I've often pondered what sort of compact the Schwartzes made, back in their younger days at Mizzou, sometime in the 1930's when they met and fell in love. She was an instructor in zoology, finishing up her doctorate, and he was working on his Master's in zoo. Did they then solemnly make some vow to team up as scientists and open the unknown to the rest of mankind? I suppose not. I have a hunch that they

were then what they are today — fun-loving folk, who enjoy a good laugh and with an inexhaustible fund of energy for work. They both loved the outdoor world and shared a desire to create in others their own love and understanding of its miracles. Two people in love and loving the world of nature, it was a natural team — for marriage and a joint career.

Libby got her PhD in 1938; Charlie, his Master's in the following year. He joined the staff of the then infant Missouri Conservation Commission as a biologist and Libby began a side career as a housewife and mother. Though I hadn't met them at that time, I'm sure that Charlie's work was daily shared by Libby, for in 1946 the Territory of Hawaii summoned them both to undertake a study of wildlife conditions there. Charlie got a leave of absence from the Conservation Department and the two — with their then two youngsters in tow — worked the Islands' back country for 18 months, publishing their findings and establishing themselves for the first time as a professional biological team.

While at Mizzou, Charlie had been developing as quite a good artist and photographer, two skills he continued to develop in the ensuing years. It wasn't long before he was illustrating articles and books, and in 1949 he made his first motion picture, *The Prairie Chicken in Missouri*. The subject was an old love — in 1944 he had written and illustrated a book of the same name, published by the Department of Conservation. Since that time he has completed 14 other motion pictures — including one for his



Alma Mater and one for the National Institutes of Health. The others have been in the wildlife and conservation field, many of them award winners, including the CONI Grand Medal for the epic "Bobwhite Through the Year," released in 1952. And when I say he produced or wrote or filmed, I really mean they, for the Schwartzes are a team, each contributing knowledge and skills to the final, wonderfully finished product.

Their contributions to the cause of conservation have included a host of published works, possibly the most important of which is the monumental book, *The Wild Mammals of Missouri*. This was published jointly by the University of Missouri Press and the Department of Conservation and continues to be a "best seller" ever since its issuance in 1959. Students of wildlife use it as a text, and conservationists use it as a standard reference work—the definitive study—on wild mammals.

Possibly their finest productions, however, have been three wonderful kids—Barbara Schwartz Miller, (AB 1963, AM 1964 and with a PhD expected in 1969), Carl Bruce Schwartz, (AB 1965 and an MD hoped for in 1969) and John Curtis Schwartz, who expects to enroll in MU next year. As you can see, this is an MU family, whose lives and fortunes seem inextricably bound up with the ivied Columns.

I had known the Schwartzes by reputation when I was on the Columbia campus myself, and met them after I joined the Conservation Department in 1951. I worked with them occasionally when I edited publications that needed illustrating or checking for factual accuracy, and grew to admire and respect their unyielding standards. They can be tough to work with, when you feel inclined to push a job through, for they never allow themselves the luxury of

a let-down in standards. Whatever they tackle, they do full-bore, all-out and first-rate. They don't accept anything less than their best.

Where you really get to know them is working with them on a motion picture. Writing a movie script is a particularly maddening kind of work. You have a maximum of four words per foot of film, which must be cut to permit sound effects, pregnant silences, and musical score. What you write must agree and augment what's on the screen, but not echo it. It has to be technically correct and honest. Lastly, if you've even a crumb of ego, it ought to contain a little something of yourself. Try that in four words per foot!

It could be a frustrating experience trying to write words for Schwartz films, but this is where the professional quality in them comes out. It isn't frustrating, it is a downright pleasure to work with a couple of pros who expect your best, too.

This is not to say that there isn't blood-letting and cries of anguish. No writer could let that pass. But they draw on the pride and craftsmanship in you and it compensates for the agonizing hours of cutting and rewriting.

I mentioned energy back at the beginning of this article. How about all that zip? The Schwartzes are fiftyish and still approach life on the dead run. Besides being the mother of an active brood of youngsters and biologist-consultant-motion picture producer and staff specialist—Libby is working on a little study of box turtles on the 40-acres of woodland where they live, west of Jefferson City. Charlie is almost half-way on a series of eight murals depicting the history of wildlife in Missouri in the Conservation Department's reception building, while wrapping up a 15th movie on wild rivers and doing special liaison work. Drive by their place any hour of the night and you'll find the midnight oil burning. They hunt, fish and canoe with a zest that would shame a teenager. They are active.

Maybe that will have to serve as the final adjective. They are about as active a pair of alumni as Old Mizzou ever produced. And their activities have not only put laurels into their own crowns, but added a special luster to the diadems of the University and the cause of conservation they serve so well. □

---

*James F. Keefe, information officer for the Missouri Conservation Department, is well-known as editor of the Missouri Conservationist magazine, which for three consecutive years was voted the outstanding conservation magazine in the United States and Canada. He has scripted three of the Schwartz films and is the author of The World of the Opossum, published last year by Lippincott.*

## **Regional Medical Funds Raised to \$5.4 Million**

Funds for the University of Missouri-Columbia to operate the Missouri Regional Medical Program have been increased to a total of \$5,415,827 by the Department of Health, Education and Welfare.

The increase is represented by \$826,237 more than the original grant for direct and indirect costs for the current period. It provides funds for initiating eight new projects designed to bring the latest findings in heart disease, cancer and stroke to the bedside.

One of the first four Regional Medical Programs, the Missouri program now has the largest number of projects and operational funds in the country.

## **Music Graduate Directs Deprived College Youth**

William R. Gann is director of the Program of Special Directed Studies for Transition to College (P. S. D. S.) at the Claremont Colleges, Claremont, Calif. Gann, who received his B. M. in music theory from the University of Missouri in 1953, discarded a career in music to become instead a nationally-known pre-college counsellor, especially among minority groups. At Claremont, he runs a program aimed at aiding high school graduates with economic, cultural and social handicaps gain a college education.

He made the move away from music while he was teaching the subject at Manual Arts High School in Los Angeles; an almost all-black high school near Watts. Here is the

way Gann remembers the transition:

"Within a year I was teaching college-preparatory English courses to kids far brighter than I could have expected. The variety of their backgrounds, and points-of-view, their eagerness to talk, discuss, and relate was, for me, fantastic. At the same time, their feelings of futility, and frustration and despair were totally depressing. Most felt that they could never get a decent job or get into college. They knew nothing about scholarships or the growing desire of many colleges to have more ethnic representation on their campuses.

"I was suddenly drawn into their lives, met their parents, lived with their problems. I asked for and got a chance to counsel them. At first it was only one period a day. But as I began uncovering scholarships and proved to colleges that these kids had the ability to make it, the job gradually became a full time effort. Within that five years, black and brown student from Manual Arts began to receive scholarships from many of the best colleges and universities in the U. S. What would have been an enormous waste of humanity was being turned instead into potential leaders, scientists, teachers, executives.

"Needless to say, a career in music no longer had much attraction. Indeed, after 10 years of being involved with the intellectually superior minority-group teenagers, counseling the disadvantaged young seemed like the greatest career a man could ask for. In the summer of 1966 this experience led me into PROJECT UPWARD BOUND at Occidental College, advising high

school kids from minority groups to help them gain admission to college, to begin changing their negative self-concepts to positive ones.

"In the summer of 1967, another counselor and I received a private grant to take ten black and brown high school students from Watts on a tour of 16 Midwestern college campuses. The purpose was to let them see college life as it might be for them.

"During the next year, my time was split three ways. At California State College, Los Angeles, I organized the Financial Aid Counseling Team (fact), a pilot project to provide academic incentive via financial aid contracts for college to high school students in their junior and senior years. I was also traveling around the country on behalf of Educational Associates, Inc., interviewing UPWARD BOUND students on their plans for college, and working for the Cooperative Program for Educational Opportunity in identifying and assisting the highly talented minority student who might not apply for college.

"Finding young people with this kind of potential is, of course, one of the toughest problems. They are usually hidden away in ghetto schools, poorly motivated because of the lack of opportunity, suffering from low marks due more to disinterest than lack of ability, and half-defeated by ignorance of the chances available to them. Since May of this year, I have been directing a program at The Claremont Colleges.

"The Program of Special Directed Studies for Transition to College has been planned to identify and select annually a group of 40 students who need both academic and financial assistance to enter and complete undergraduate studies at Claremont. The students sought for admission

are expected to have marked intellectual ability and potential for academic attainment. But they will be selected from among those whose achievements, as measured by standard tests and school records, are not commensurate with their actual ability because of limitations generated by economic, racial and cultural disadvantages in their environment and experience.

"As meaningful as my various past experiences have been, I feel that the relationships that are developing between these students and myself will contribute not only to my own growth but to theirs as well. If they can become the fully functioning individuals in society I think they will, then I have had a far fuller share of life than most men. And I still have the best of my other world. I can listen to good music while watching young people really grow."

## Deans Have Musical Touch

If the academic world should ever become too rugged for the Graduate School deans on the Columbia campus, they might go on the road as a piano quartet.

Dean John C. Murdock, professor of economics, is a devotee of the keyboard. Two of his associate deans — Dr. John E. Bauman Jr., chemist, and Dr. Melvin D. George, mathematician — also are amateur pianists.

The newest addition to the administrative staff is Associate Dean Andrew C. Minor, professor of music history and theory, whose specialty is the piano.

A campus wag asked Dr. Minor if he would be expected to provide piano lessons for his colleagues.

"No, but prospective additions to the staff might have to be auditioned," he quipped.

## Phone for Campus Events

An unusual way to learn of events on the Columbia campus is being put into use this fall at MU. It's called "Dial An Activity" and consists of an electronic tape device which plays a recording to those who call the appropriate number.

Activities of the Student Activities Board, the Association of Women Students and the Missouri Students Association will be on the tape. These activities run the gamut from dances and parties to literary hours and forums to discuss the problems of the world. The tape device is operative 24 hours a day and is changed once a day.

## World's Press Freedom Seems to be Slipping

Forty-seven countries have free press systems and 26 countries have a controlled press, according to a second international survey conducted by the Freedom of Information Center at the School of Journalism. Eleven countries were classified as "transitional" while 31 others were unranked in the 1967 study. The first survey, begun in 1966, showed these results: free press — 55 countries; controlled press — 29 countries; transitional — 10 countries; unranked — 21 countries.

Countries having a high degree of press freedom were Australia, Belgium, Canada, Costa Rica, Denmark, Finland, Guatemala, The Netherlands, Norway, Peru, Philippines, Sweden, Switzerland, and the United States.

Those with a high degree of controlled press were Albania, Bulgaria, Cambodia, China (Mainland), Cuba, Ethiopia, East Germany, Hungary, North Korea, Poland, Rumania, and U.S.S.R.

# Commentary 2

## Bus Entsminger's Column

"Of particular importance . . . is the fact that the major state universities are going to be less able to rely upon alumni contacts and free tickets to the big football game as the basis for their universities' support (by the state legislatures). There will be greater demand that their positions be supported with logic and fact, rather than emotion and sentimentality."

Not too surprising, that was a state legislator speaking, Robert Graham of Florida. He was a speaker — and an exceptionally interesting one — at the 1968 national workshop on the relationship of public higher education with state legislatures.

He went on to say that this feeling by alumni legislators is part of a general trend among students and faculty, as well as alumni, of less commitment to the institution and more to higher education per se.

Many of the national trends noted at the workshop also seem to be present in Missouri. All states, Rep. Graham pointed out, are facing "a considerable increase in the total demand for higher education dollars."

And paralleling the increased demands by higher education for more state funds are the increasing demands by state legislatures that the universities' financial needs be represented by something beyond a formula.

Rep. Graham called formulas a "first-generation" budgetary approach, in contrast to a "third-generation" method, program budgeting.

As was explained in the September issue of the *Alumnus*, your

University is moving toward this long-range planning, program-by-program budget, and it is satisfying to know that many other knowledgeable persons seem to think that we're on the right track.

## Students Back From Peru

The mini skirt is not a trend common only to northern countries of the world. Two MU coeds discovered this after lengthening their skirts to follow what they had believed to be customs of Peru, only to find they were certainly not in a "backward country" as far as fashion goes.

Learning customs of this Latin American country was only a portion of a summer experience for Paula Prost, Becky Powell and Merlin Muhrer, University students from Columbia. They were part of the YMCA's International Challenge for Americans in Peru.

INCA students spent eight weeks in Lima, Peru, during July and August sharing the experiences of the people by working in their clinics and nurseries and on construction while living with Peruvian families.

The students were impressed with the people's concern for America and their extreme interest in education as a means to advance their country. The trip cost the trio about \$600 each, most of which was contributed by clubs in the Columbia community.

## Plastic Insert Restores Sight in MU Operation

"Doc, I would not take a million dollars for this thing," Fred Matthias of Highland City, Kan., says

about a piece of plastic inserted in his eye that restored his sight through an operation at the University's Medical Center at Columbia.

Fred Matthias had been blind for five years. In 1963 he was working with liquid fertilizer when a valve on the storage tank broke and anhydrous ammonia alkali hit him in the face. His sight was reduced to vague shadows and he could only do work around the house with his family's help.

He sought help at several hospitals without success. Then Matthias heard of the Lions Eye Tissue Bank at the Medical Center. He made an appointment to see ophthalmologists there. But the doctors recognized the burns on Matthias' eyes as the type which would continue to produce scar tissue and they felt a cornea transplant would be unsuccessful. One transplant was tried and it failed; it seemed the patient would remain blind.

Then in 1967, Dr. Leo Landhuis, instructor of surgery (ophthalmology) and director of the Lions Eye Tissue Bank, learned of a new eye operation developed by a doctor in Houston, Tex. A tiny, plastic, cylindrical-shaped keratoprosthesis ("button," as Matthias calls it) is put in the eye of persons blinded by chemical burns so that light can reach the back of the eye, which is usually undamaged. Some of the Texas doctor's patients had been able to see after this operation.

In March, this year, Dr. Landhuis performed the surgery, utilizing the plastic and a preserved sclera from the Eye Tissue Bank.

Matthias told of his joy in seeing his two-year-old daughter for the first time, of seeing his other children and how they had grown, and the new styles in automobiles and buildings.

One reason Fred Matthias can read today is because some Missourian gave his eyes to the Lions Eye Tissue Bank. The Medical Center is headquarters for the Eye Bank which is supported by the Missouri Lions Clubs. Eyes come from Missouri citizens who sign donor cards to give their eyes after death so someone else can see. More than 4500 Missourians have already signed donor cards.

## Gault Stresses Education

As a part of a special *Kansas City Star* supplement on Negro history, Dick Wade (BJ '50) wrote a section on sports. The following portion, excerpted from that article, makes an interesting postscript to the story on the black athlete which appears in this issue of the *Alumnus*:

"The University of Missouri added Prentice Gault to its football staff last winter. Gault was the first Negro to play football for Oklahoma; he was an all-conference fullback and then a standout running back in the National Football League for eight seasons. He now is working on his master's degree in psychology. He has education, training and experience.

"Missouri's black athletes say, 'Coach Devine understands. He got Coach Gault for us.'

"Missouri's black athletes don't understand. Devine says, 'It's strange that I have to say it, but I would have hired Prentice if he were white. He is qualified to coach football, and that's what he will do. I didn't hire him to baby-sit.'

"Devine agrees, however, that it is happy coincidence that Gault is a Negro. 'It has irked me for years that qualified Negroes have been kept out of coaching because of their color,' he says. Then he adds, 'But

it will irk me just as much if some schools, because of pressure, hire Negroes who aren't qualified to coach. And that probably will happen.'

"Devine and Gault know Negro athletes will come to Gault with their problems. They expect it; encourage it. And Gault, calm and intuitive, says, 'I can help them. I've been there. But it will be a great disappointment to me if only Negroes come to me for help.'

"Gault will stress this message: Don't blow your chance at an education. If you have to work twice as hard to get it, work twice as hard. And he knows most Negroes will have to do just that.

" 'The answer to the problems of all races is education,' he says. 'It's the only way we will learn to understand each other.'

"Gault is his own man. Few know more about prejudice, and few have studied its cause and cure more.

"He believes each man must protest that which is wrong — but only that which is wrong.

"He says it best this way, 'Today is the time for men of all races to show responsibility. It seems to me we should stress not our differences, but the things we have in common.'

"And nothing do we share as well as sports."

## Tiger Basketball on TV

Missouri's basketball Tigers will be featured three times in the series of 10 Big Eight games to be televised this season.

The Tigers will be on TV against Iowa State Jan. 18, Oklahoma State Feb. 8, and Kansas Feb. 15.

Air time for the series has been set for 2 p.m. on a regional network of 35 stations in an eight-state area.

## MISSOURI ALUMNUS

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

B. W. Robinson, president  
Jefferson City, Mo.

### PUBLICATIONS COMMITTEE

Cordell Tindall, chairman  
Editor, Missouri Ruralist  
Fayette, Mo.

Charles N. Barnard  
Editor, True Magazine  
New York, N. Y.

Clif Blackmon  
Executive director, Dallas Advertising  
League  
Dallas, Texas

Bob Broeg  
Sports editor, St. Louis Post-Dispatch  
St. Louis, Mo.

Robert A. Burnett  
Publisher, Better Homes & Gardens  
Des Moines, Iowa

John J. Cain  
Vice president & general manager  
Creative Playthings, Inc.  
Princeton, N. J.

John Mack Carter  
Editor and publisher, Ladies' Home Journal  
New York, N. Y.

Darryl Francis  
President, Federal Reserve Bank  
St. Louis, Mo.

Paul Hamilton  
President, Interstate Securities  
Kansas City, Mo.

Fred Hughes  
President, Joplin Globe  
Joplin, Mo.

James Isham  
President, Needham, Harper & Steers  
Chicago, Ill.

R. Crosby Kemper, Jr.  
President, City National Bank & Trust Co.  
Kansas City, Mo.

Marvin McQueen  
Executive vice president, D'Arcy Advertising  
New York, N. Y.

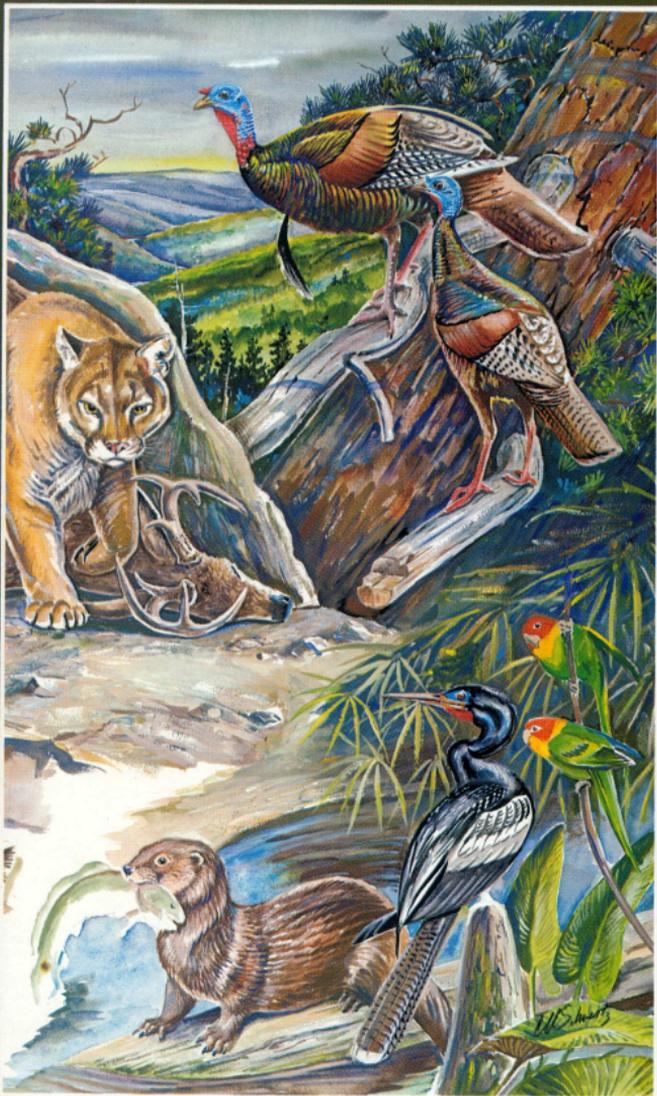
Merrill Panitt  
Editor, TV Guide  
Radnor, Pa.

---

G. H. Entsminger  
Vice president for University Development

Jean Madden  
Director of Alumni Activities

Steve Shinn  
Director of Alumni  
and Development Publications



One of Charles Schwartz's many projects, this mural is one of a series in the Conservation Department's reception building in Jefferson City depicting Missouri wildlife history. A story about alumni Charlie and Libby Schwartz and their commitment to conservation starts on page 32.