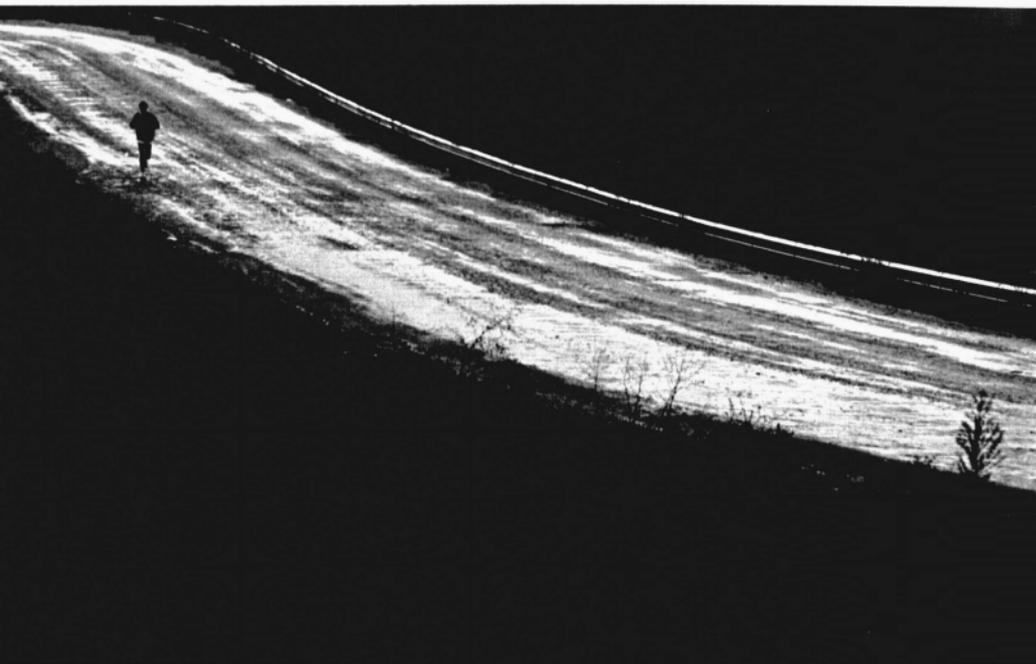


# MISSOURI ALUMNUS

SEPTEMBER 1968





There are no crowds to cheer on cross country runners like the football hero, but in Missouri's balanced athletic program cross country is an important fall activity. In fact, it produced the only Big Eight championship for the Tigers in 1967-68. Photograph was taken by Roy Inman, a graduate student in journalism who is this year's Alumnus photographer.

SEPTEMBER 1968  
VOLUME 58 NO. 1

# MISSOURI ALUMNUS

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Cover: Merlyn Spencer, a home economics junior from Kansas City, and K. O. Hoffman, who was graduated last month with a degree in business administration, spend a sleepy summer's afternoon at Rollins Springs, long a favorite student hangout. It's the last summer the traditional recreation area will be available to students as a new four-lane high way soon will cut through.

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## **Student President Dave Thomas Talks About The Communications Gap**

*The Columbia campus of the University of Missouri seemed far away from Columbia University this past year, certainly as far as student unrest and disturbances were concerned. We do have our problems, of course. And the articulate leader of the Missouri Students Association, Dave Thomas—who is required to wear dark glasses as a result of a baseball injury—talks about some of them in an exclusive interview with the Alumnus.*

**D**ave, what kind of an alumnus do you think today's student will make for the alumni association later?

I'm not sure, but I don't believe he's going to be a particularly active one. Part of this is due to more off-campus students who are not too closely involved with campus activities. And, in general, I don't believe the average student is as interested in the University as he once was. He is more interested in himself individually. When he gets out of school and in his own profession, I don't think he is going to be concerned about coming back to the campus. And it's not just our students; this is what any campus or college is going to have to face.

*If this is true, if students aren't interested, then how do you explain the riot at Columbia University or the sit-ins at various other universities?*

A lot of it, I think, is that the students are trying to express their rights as individuals. They are more concerned about this than the university. Take Columbia University, for example; they were willing to go in the buildings when there was a possibility of destroying a part of their campus. They were more interested in themselves individually than they were in the University as a whole, perhaps.

*Why was the MU campus relatively quiet this past year?*

This is debatable. One of the things that everyone goes back to is the Midwest conservatism that we have in this area. But as a whole, I think the students here are recognized fairly well by the administration. We were supposed to have had some students from Berkeley come in last fall and try to get something organized. The story came to me that they gave up after about two weeks and said there wasn't much hope of trying to get students here to do anything drastic. They seemed to be pretty well satisfied. Of course, we know that students here were dissatisfied to some extent with the administration and some of its policies, but not

enough to go marching. How long this will continue, I don't know.

*We seem to have a relatively small hippie population, don't we?*

Yes, I have heard friends from back East or from the West Coast say they were really surprised at the dress of students on our campus. They were just amazed. Everyone looked nice compared to their colleges. Harvard is one I think of in particular.

*Why do you think this is?*

Well, a lot of things. Going back to the statement we made earlier, Midwest conservatism. But there's something else I like to think, and it's that here at the University of Missouri we still have a good set of moral values. This could be debated by some I guess, but I would say morals are better here than in some of the other colleges and universities.

*Do you think there's a relationship between our small hippie population and the low incidence of campus turmoil?*

Yes, I definitely do.

*There was one incident last spring that I think we ought to talk about, the one in which a student was shot and wounded by a Columbia policeman.*

Our incidents last spring were far from anything like they had at Columbia University. At the time, I was in the hospital; so all I can go by is the information that was given to me. But I was right in the middle of it even though I was in the hospital, you might say, because the boy that was shot also was taken there. It started out, if I'm correct, Wednesday night with a panty raid, which is nothing unusual for a college campus, especially during final week in the spring. And it was the first one that we had had. I talked with Dean Matthews (the dean of students) before the incident Thursday night and he said he was just hoping the weather would stay cool and that the rain would

continue because as long as it did, he was pretty sure there would not be any trouble. But the weather didn't cooperate, so you could have expected something to happen on Thursday night. There wasn't any organized group as such, but small groups of 10 or 12 here, 10 or 12 there, just roaming around. They weren't even approaching any residence halls or sorority houses. The police were called, and one boy lifted the officer's cap and began running. Shots were fired. At the time the officer didn't even know that the boy had been hit, except that he did fall, but he got up and started running. The Boone County Hospital called the Columbia Police and reported it, so all the Columbia officers and the University security police were called together and this is how they first found out about it. I think it was poor judgment on the part of the officer who fired the shots. However, I will admit the student also was in the wrong to have taken the hat. He will be brought before the University's disciplinary officials this fall. The officer was suspended, I think for three days, and then readmitted to the force. Well, I am not the judge on this; however from the students' viewpoint, it can look kind of bad in one sense. Any time students are in the wrong, it looks as if police can open fire, and the officer doesn't really have to answer for it. I don't think this is normal, or proper, police practice.

#### *How should a panty raid be controlled?*

I've never taken part in one, so I don't know exactly what goes on. It seems to me that one of the best ways to control these boys is to keep the residence halls' lights off and the girls away from the windows, not urging the boys on. You are always going to have something like this during final week. You've got tension that builds up and the students are going to let it off. Panty raids are just not the riots that Columbia University and some of the other colleges had. They are just all together different. I am not saying whether they're right or wrong, but I don't think they are anything to be broken up with gun fire.

*Have you seen President Weaver's recent strong statement on "interference with (the Uni-*

*versity's) normal and regular activities"?* (Editor's note: Text of the Weaver statement appears on page 36.)

Yes, and it upset me, to be right honest. Not that I thought there was anything wrong with what he said nor the way it was said, but I don't understand the timing. I have been in close contact with the president of the UMKC student body and he reacted through the *Kansas City Star* with two statements. To some extent, I go along with him. I think that Dr. Weaver's statement needs to be defined more. It is definitely vague. I think that this is one thing that the students are going to want in black and white, to know what they can and cannot do. I think perhaps President Weaver is looking at it in a different light. His main purpose may have been to make a statement to the people of the state, and not to the students.

*Let's say that some people came in and took over Jesse Hall and the employees couldn't get to work or, worse, the employees were here and couldn't get out.*

I think if we had something like this, then, perhaps, President Weaver's statement is good. But the thing of it is, our students haven't done anything resembling that here and have never indicated they might. I'll definitely agree that people taking over buildings should be removed. They have no right in there. It isn't a student right to be able to take over Jesse Hall, but this isn't what our students are wanting. That implication is what I didn't like about the statement.

*What do you think some of the problems are between students and the administration and/or faculty?*

The key one right now is that there's no communication. This is what I hope that my administration will be able to do, improve the lines of communications. What I have been trying to do is work with the Chancellor and, hopefully, the President and then going a step further to the Board of Curators. At the present time there is no communication at all between

the students and the Board of Curators.

Last spring after I was elected, I had regularly scheduled meetings twice a month with the Chancellor and, then, if it was needed, I could have had them more often. I want to be able to go to him and tell him what is going on in student government, what is being talked about, so that he doesn't have to get the *Maneater* or the *Columbia Missourian* to read what the students are doing or see what they are saying. This is something that we haven't had before. I'm hoping to be able to have this same type of thing with President Weaver, to be able to meet with him perhaps once a month or once every two months. I also feel that the 40,000 students on our four campuses have a right to at least be heard before the Board of Curators.

#### *How can this be done?*

By being able to have some student representation from time to time, preferably the student body president from each campus. But if not, one of the four should be able to present ideas to the Board of Curators. Now, I'm not saying we should sit in on the meetings at all times but at least we should be heard, and this is something that we haven't been able to do. My predecessor was refused admittance to a Curators' meeting last February which was taking up student disciplinary procedures.

*What is the proper role of a student at a large University? What I am getting at is that on many campuses students are asking for representation on decision-making groups. Do you see a role for students at Missouri in helping shape academic programs or in helping choose a new dean, chancellor or president, this type of thing?*

No I don't. A lot of students here at the University of Missouri, as well as at a lot of other universities, think that within the four years that they are on campus they're going to remake the whole University. Now I look at it somewhat like a dog chasing a car. What would the dog do to the car if it caught it? What would the students do if they got all of what they wanted in the four years? When they graduate they leave the University. Many stu-

dents don't stop to realize that there have been people here before them and there are going to be people here after them.

Now, maybe students could be contacted for



some brain-storm sessions or to make recommendations. But they shouldn't have a decision-making role on administrative matters.

However, I do feel students have the right to express their opinions, including as I was saying earlier, to the Board of Curators. Getting more specific, we have proposed a \$10 student activity fee increase — \$1 for a new divisional student government, \$4 for the present MSA structure, and \$5 for capital improvements, such as intramural playing fields. It got through the MSA Senate twice; it has gone through Mr. Dickeson's office; Dean Matthews' office; Dean Callis's office; the chancellor approved it; and as far as we knew it would be coming up before the Curators. We had been told, hopefully, the May meeting, and definitely in the June meeting, that it would be put on the agenda. Yet it has never been brought up, and we don't know why.

I think, to sum it up, the students' right is to be respected as individuals, collectively and individually. This applies not only to the Curators, the administration and faculty, but to the student government, as well. This is what I hope to be able to do, to open up the channels of communication so all of these elements can meet each other as individuals, as people. □



*Physical Fitness for*  
**FLABBY PROFS**

**T**he life of teaching has many advantages and personal rewards, but one of them isn't physical exercise.

"I'm chained to a desk too much," "It's a sedentary type of existence," and "When I do get some free time to exercise, something else always comes up. Teaching's not a regular eight to five job."

Consequently when Larry Meyer proposed a Faculty Physical Fitness Program in February as part of his doctoral research study, the idea was well accepted. "I was one of those who obviously needed some exercise," Rod Gelatt, associate professor of journalism, said. Dr. Donald Williamson, associate professor of speech, also admitted he knew he needed it, and added, "but I was just lazy enough so I wouldn't do it on my own."

What followed was eight weeks of grueling training for 63 faculty members who met for an hour three times a week. Williamson remembers with a grimace the night his group had to swim 500 yards. They had begun at 200 and worked up to 1000 yards by the end of the program. "But the 500 was the worst. We all thought we were going to keel over right on the spot."

Meyer's mission was not just to give faculty members needed exercise, but also to collect data before and after and hopefully come up with some conclusions as to the effects of various types and amounts of exercise. It marked the first study of the University's newly developed human performance laboratory to study physical capabilities.

"I sent out approximately 1400 letters to teaching members of the University, and 160 who felt they met the two requirements returned the cards."

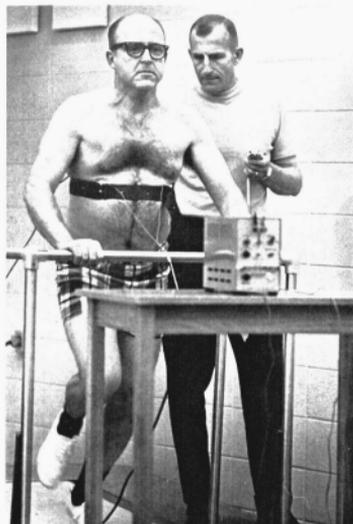
To be eligible for the program, professors could not already be participating in a daily or regular physical activity schedule and they had to be able to meet on Mondays, Wednesdays, and Fridays, for at least 75 per cent of the sessions.

Four groups were chosen from the 160, according to preference for activity and commonly agreed times of the day. The runners met at 11:40 (often sacrificing lunch), the swimmers at 5 p. m. ("which often raised havoc at home with my wife"), 16 met for calisthenics at 4:40, and 13 for sports activities (which included badminton, handball, volleyball and basketball) at 3:40.

Pacesetter Larry Meyer in shorts leads running group at left. Below, faculty participate in other programs.



At right, physiograph measures heart beat rate after two minutes on the treadmill. In the center picture, muscle tissue, which emits a type of radiation, is being measured under a scintillation counter.



"In this way I was always there to supervise," Meyer said, "and a graduate assistant helped in periods that overlapped." Meyer's main job was setting up the schedule and then arranging a program each day for continued endurance for the flabby faculty. "Usually I ran with the running group as a pacesetter, played in sports when needed as an extra and went around suggesting techniques."

Meyer and the Department of Physical Education, which sponsored the program, were interested in studying the increase of cardiovascular fitness, the content of body muscle tissue, and activities which would alter blood cholesterol content. As a control, eight faculty members were chosen for a non-exercise group. They participated, like the others, in complicated and thorough testing at the beginning of the eight-week period and again at the end.

Heart rate was measured by a physiograph while running on a treadmill for two minutes. Blood samples taken before and after were analyzed by the Field Ecology Station of the U. S. Public Health Department for the amount of serum cholesterol in the blood. And a third test was made to determine the per cent of lean muscle mass in the body. This involved

measuring the element potassium 40 by a scintillation counter in a low-level radiation laboratory.

"We were extremely interested in changing the potassium 40 through exercise," Meyer says. "The more potassium 40 we have the better off we are in terms of conditioning."

In other words, dieting alone will take off weight, but it won't improve physical fitness or increase potassium 40.

What were the findings? The cholesterol results were inconclusive. Preliminary cholesterol analysis showed no significant change. But in terms of muscle mass, the program provided Meyer with his desired result: "All groups showed an average gain in total potassium 40 except the control group." In terms of significant improvement in lower heart beat rates, the cardiovascular running group showed the greatest improvement. "In May I could run the full two minutes on the treadmill and never reach 150," Gelatt proudly announced. At the beginning of the semester he had reached way over the 150 beats per minute and wasn't even allowed to run the full time.

"It went better than I thought it would," Meyer said, who has now finished his work and left for a teaching and wrestling coach position



with the University of Colorado.

While Meyer compliments the professors for their fine attitude, the professors were enthusiastic in their praise for Larry and his program.

"Anyone who could take over 60 faculty members and get us organized and participating deserves commendation," Dr. William Taft, professor of journalism, says. "I didn't actually improve muscle, but I slept better and felt better."

One faculty member noted his waist shrank two sizes, another said his pants sure fit a lot better. "If someone had told me I could run 3½ miles I wouldn't have believed them three months ago." The running group all made an eight-minute mile and most of them could run three miles without resting.

The program had another decidedly important result. It got together professors from every school and college who don't come into contact with each other in their jobs and in many cases had never even met before. "We're as bad as students in not knowing each other," Taft says.

Unfortunately the program is now over and many fear they will lapse back into their old sedentary routines. The strength in the numbers approach is always greater when exercise is

in question than just individual will power. "I actually felt guilty when I missed a session and did some makeup because I was out of town three times," Taft says, "Now I play golf and badminton in the yard but not on a regular basis."

Why not organize a permanent faculty fitness program?

"I sure would appreciate it if someone would," Dr. David Ramsey, assistant professor of economics says. But the University doesn't have the facilities. "I'm playing handball everyday now with Dr. David Kamerschen who was also in the program, but I don't know what will happen when school starts because there are only two inside handball courts."

One immediate change did come out of the program, however. A five to six o'clock swimming hour has been arranged for faculty each afternoon. Previously the pool had been closed at this hour. But due to petitions reflecting a determined interest and dedication to better physical conditioning, many faculty members can now be seen at the pool during the lunch and dinner hours. And at breakfast time, there are likely to be some professors out running on the track. □



# HOW TO BUILD A BUDGET

In the next 30 days the University of Missouri will submit its 1969-70 budget to the Governor. A little later, the State Commission on Higher Education will make its recommendations for Missouri. And before the General Assembly convenes in early January, a third budget will have made an appearance, this one prepared by the Governor's staff.

Little wonder if the average alumnus/taxpayer is confused. Yet, it is important that the Missouri alumnus in general and the Missouri taxpayer in particular not throw up their hands in dismay. They need to understand something about how the budgeting system works if they are to make an intelligent judgment on the ques-

tion, "Is the University of Missouri making the wisest use of the resources it has available?"

As its answer, the University is moving toward a programmatic approach to budgeting. Its keynote is planning, and the planning starts from the bottom up in contrast to the Commission's practice of applying a rigid formula from the top down.

The University's procedure starts on the departmental level on all four campuses. It then moves to the individual deans at the divisional levels, where the departmental budgets are reviewed (which often means reduced). The divisional budgets are reviewed by the chancellors and their representatives, and campus-wide budgets prepared for the President and his budget committee. There they again are reviewed against long-range University-wide objectives and resources and then presented to the Board of Curators for final approval at the University level. It is complex and time-consuming, but it's also complete.

On the other hand, the formula approach utilized in the past by the Commission on Higher Education is deceptively simple: Break down projected enrollments by levels (lower division undergraduate, upper division undergraduate, and graduate), assume student/faculty ratios and faculty salaries for each level, and a faculty cost of instruction can be calculated. For example, assume a student/faculty ratio of 22:1 at the freshman-sophomore level, an average faculty salary of \$10,000, and a projected enrollment of 22,000 students, and the faculty cost of instruction is \$10 million. And the answer is \$10 million no matter how many full, associate, and assistant professors and graduate assistants, are in the faculty mix. Other levels of instruction are similarly calculated.

Unfortunately, the Commission's basic assumptions often are inaccurate. This is especially true in its projections for the research and non-teaching faculty, for the administrative staff, and for operational expense. Here the Commission uses an arbitrary base that may or may not have any connection with reality and then adds a percentage increase to allow for inflation, merit salary increases, and additional equipment and personnel.

No one can argue the simplicity of an ele-

mentary headcount approach. The Commission's budget fits neatly on one page, and the mathematics, if not the supporting background data, is there for all to see.

But how much of the budget should be used for salary increases and how much for new personnel? How should the budget be allocated among four separate campuses with different needs and somewhat different goals? How do you plan for new research programs, new state services, new academic offerings, a possible new campus? The University has some 175 separate departmental offerings which all have different costs per student hour of instruction for all levels of students. How can you account for the changing cost picture when students transfer from one program to another? To these questions, the Commission's simple formula has no answer. It lacks the flexibility to allow for changes and the visibility to enable the administration to make sound decisions as to program emphasis.

Now, the University budget-making personnel has nothing against formulas. On the contrary, many formulas are utilized making up the programs, and the University considers the program approach to budgeting simply a necessary and logical extension of the formula approach. But first it is necessary to have long-range objectives clearly in mind; then it is possible to apply costing formulas to the specific instructional, research, and service programs needed to meet them.

Then, when the Governor receives the proposed University budget, he has a sound basis on which to make his proposal to the Legislature. The General Assembly has access to all three budgets when it makes its deliberations, and again the University has provided a "visible" plan from which the Legislators can work. Should the final appropriation not include all the University requests, the University Administrators can study the reasons for the various budget programs and make reductions intelligently.

It's all a matter of knowing where you're going and of living within your means. And for the University, a programmed budget approach seems to offer the best chance of allocating available resources effectively. □

TIGERS HOPE THE **I** HAS IT



Mickey Holmes, who handles public relations chores for the Big Eight office, can scarcely conceal his excitement when he talks about the upcoming football season.

"Almost two-thirds of last year's starters return to conference teams," he likes to point out, "including seven of the eight quarterbacks. And the 1967 race was a real donnybrook. In the 28 conference games, there was only a 6½-point spread between winner and loser."

But when he starts ticking off names, Missouri fans have reason to be something less than enthusiastic. A Tiger signal caller is not among them. In fact, the genial Mr. Holmes could have gone one step further. Not only do Missouri's seven conference foes return their quarterbacks, but so do the Tigers' nonconference opponents, Kentucky, Illinois, and Army. And at least half of them are nationally known stars, Bob Warmack of Oklahoma, Bobby Douglass of Kansas, Bob Anderson of Colorado, Frank Patrick of Nebraska, and Steve Lindell of Army.

Dan Devine, dean of Big Eight grid mentors and the fourth winningest coach in the country, seems strangely unmoved by this information; he doesn't feel lack of a proven quarterback is Missouri's No. 1 problem.

"We'll have a quarterback," he says, "and it could be a pretty good one."

Devine was hoping that someone would win the job outright during spring practice, but none of the candidates really looked head and shoulders above the others. Top spot probably will go to either letterman Garnett Phelps or junior college transfer Terry McMillan, although sophomores Guy Gardocki and Mike Farmer can't be discounted completely.

Gardocki, who runs the hundred in under 10 seconds, and Farmer, who alternated with him on the freshman team until injuring his knee, are considered above average sophomore prospects. Farmer underwent corrective surgery and missed spring practice, but he now appears sound. At any rate he battled his way to the quarter finals of the state amateur golf tournament this summer.

Both Phelps and McMillan had good springs (McMillan especially impressed the 8700 fans at the intrasquad windup), and both are good passers (and passing will be a more important

part of the Tiger offense this season). McMillan, a junior college all-America a year ago at Missouri Southern at Joplin, is considered the better runner. Devine points out, however, that McMillan has yet to play a down of major college ball and that it was Phelps who threw the touchdown pass that beat Nebraska in 1967.

"Anyway," says the head coach, "whoknows? Maybe it's a good thing we have two quarterbacks of near equal ability. They take a pretty good beating in this league."

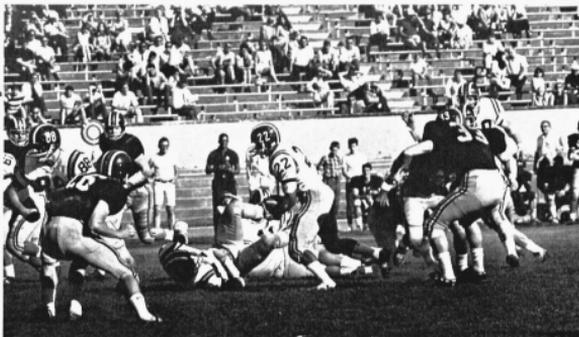
Vic Rapp, who works with the offensive ends, thinks about a different aspect of the passing game. He knows that no matter how well the ball is thrown, the yardage doesn't count unless the catch is made. A split end needs quickness and good moves, that is an ability to run the patterns. A tight end must be able to block and be an adequate pass receiver.

"Good hands help," says Rapp, "but nothing is more important than concentration. That's what it really takes to catch the ball."

In Chuck Weber, the senior split end, the Tigers have a sure-handed performer with good moves and fair speed. His willingness to block down field is a plus. On the tight-end side are Tom Shryock and Jim Juras, converted from split end. Shryock is probably a little better blocker; Juras, a little better receiver. Both are lettermen, but at 200 pounds, they aren't especially big as tight ends go. Behind Weber is a sophomore, John Henley, who owns more speed (about a 10-second hundred) than any of the others. Another possibility is Steve Kenemore, the Tiger punter. He may be moved from slot back to take advantage of his good hands and size (6-3, 195).

During the spring, the Tigers worked exclusively on the I formation, and, while Devine is not ready to say that the familiar Wing T won't be used too, he does admit that the I now is an integral part of the Missouri offense.

Hank Kuhlman, who tutors the offensive backs, is especially high on the new attack. "The I will be good to us," Kuhlman predicts. "It meets our personnel requirements and is generally effective against the 5-4 monster defenses we often meet. When we were in the unbalanced line, the monster man played the strong side and usually was right. With the I and a



## 1968 University of Missouri Football Roster

NO.	NAME	POS.	HT.	WT.	CLASS	HOMETOWN	NO.	NAME	POS.	HT.	WT.	CLASS	HOMETOWN
10	Joe McCarthy	HB	6-1	180	Soph.	St. Louis	56	Bob Dobbs	LB	6-2	190	Soph.	St. Louis
11	Wayne Schindler	S	6-3	200	Soph.	Kansas City	57	Chris Obermark	G	6-1	200	Soph.	St. Louis
12	*Garrett Phelps	QB	5-11	180	Jr.	Louisville, Ky.	58	Mike O'Brien	T	6-2	215	Soph.	St. Louis
14	Mike Farmer	QB	6-2	175	Soph.	Jefferson City	59	John Gillespie	C	6-2	205	Soph.	Springfield
15	Alan Bush	QB	6-0	185	Soph.	Quincy, Ill.	60	John Cowan	G	6-1	200	Soph.	Springfield
16	Guy Gardocki	QB	5-11	170	Soph.	Baldwinsville, N. Y.	61	*Joe Clark	G	5-11½	205	Jr.	St. Louis
17	Craig Weaver	QB	5-10½	170	Jr.	Columbia	62	Dan Kelley	G	6-0	188	Soph.	St. Louis
18	Terry McMillan	QB	6-1	178	Jr.	Coral Gables, Fla.	63	*Sam Adams	G	6-0	202	Jr.	Midland, Tex.
21	Mel Gray	HB	5-9	175	Soph.	Santa Rosa, Calif.	64	*Carl Garber	G	6-1	205	Sr.	St. Louis
22	*Jon Stagers	HB	5-10	180	Jr.	Jefferson City	65	Adam Vital	G	6-0	200	Soph.	Houston, Tex.
23	**Roger Wehrli	HB	6-0	180	Sr.	King City	66	*Mike Carroll	G	6-3	225	Jr.	Ste. Genevieve
24	*Henry Brown	HB	6-2	190	Jr.	Middletown, Pa.	67	**Roger Boyd	G	6-1	215	Sr.	Butler
25	*Greg Cook	HB	6-0	185	Sr.	Seneca	69	*Jay Wallace	T	6-1	212	Jr.	Fulton
26	Nip Weisenfels	LB	5-11	198	Soph.	Webster Groves	70	Eric Lowder	T	6-5	220	Soph.	Kirkwood
27	George Fountain	HB	5-9	170	Soph.	Houston, Tex.	71	Darryl Haynes	T	6-2	230	Soph.	Wentzville
28	*Dennis Poppe	S	6-3	198	Jr.	Anchor, Ill.	72	Mickey Kephart	G	6-0	210	Soph.	N. Kansas City
30	Dennis Rudanovich	LB	6-1	195	Soph.	St. Louis	73	Bob Luther	T	6-0	200	Soph.	Kirkwood
31	Rex Brinkman	HB	5-11	170	Soph.	Kirkwood	74	Lynn Cox	T	6-1	225	Soph.	Memphis, Tenn.
32	*Ron McBride	FB	6-0	200	Jr.	Fulton	75	Larron Jackson	T	6-3	230	Soph.	St. Louis
33	*Jerry Boyd	LB	6-3	194	Jr.	Butler	76	Steve Mizer	G	6-0	199	Soph.	Kansas City
34	Jim Smith	FB	6-3	210	Soph.	Alsado, Ill.	77	*Jim Anderson	T	6-4	217	Sr.	Webster Groves
35	Gary Buntion	HB	5-11	178	Soph.	Kansas City	78	Ron Slihan	T	6-2	215	Soph.	Platte City
36	James Harrison	FB	6-4	230	Soph.	San Antonio, Tex.	79	Mark Kuhlen	T	6-3½	212	Jr.	St. Louis
38	Edwin Glosson	HB	5-10	170	Soph.	San Antonio, Tex.	80	John Hentley	E	5-10	170	Soph.	San Bernardino, Calif.
39	Larry Pirotte	FB	6-2	195	Soph.	Carroll, Ia.	81	Ron Stoeckel	E	6-0	180	Jr.	Belleville, Ill.
40	**"Butch" Davis	HB	5-11	190	Jr.	Chillicothe	82	John Burns	E	6-4	215	Soph.	Kansas City, Kans.
41	**Larry Moore	HB	5-11	190	Sr.	Timewell, Ill.	83	*Jim Judd	E	6-2	210	Sr.	St. Louis
46	*Joe Moore	HB	6-1	195	Soph.	St. Louis	84	Joe Hauptman	E	6-1	205	Jr.	Granite City, Ill.
46	*Steve Kenemore	HB	6-3	195	Jr.	Lee's Summit	85	*Elmer Bernhardt	E	6-3	210	Sr.	St. Louis
47	Stan Hunter	HB	6-0	190	Jr.	Joplin	86	*Jim Juras	E	6-0	200	Sr.	St. Louis
48	Tyrone Walls	HB	6-3	215	Soph.	Antioch, Ill.	87	*Bill Schmitt	E	6-3	212	Sr.	Imperial
49	John Hamilton	HB	5-9	185	Soph.	Trenton	88	**Chuck Weber	E	6-0	192	Sr.	Jefferson City
50	*Tim Crsko	G	6-0	200	Jr.	St. Louis	90	Gl Stevens	E	6-3	208	Jr.	Joplin
51	*Con Rees	C	6-2	200	Sr.	Sedalia	92	Tim Kelley	E	6-2	198	Soph.	Cedar Rapids, Ia.
52	Gene Hertz	C-G	6-3	207	Soph.	Creston, Ia.	93	*Tom Shroyack	E	6-0	200	Jr.	Fredricktown
53	Braxton Snyder	LB	6-1	195	Soph.	St. Louis	94	Chuck Colclasure	E	6-2	190	Soph.	Wood River, Ill.
54	Leonard Sparks	C	6-2	220	Soph.	Kansas City, Kan.	95	Lou Caputo	E	6-4	208	Soph.	St. Louis
55	*Steve Lundholm	LB	6-0	190	Jr.	Des Moines, Ia.	96	Ron Tegedine	E	6-2	205	Soph.	Columbia

\* Indicates number of years lettered



Watching the spring windup game from the stands, a relaxed Coach Dan Devine enjoys work of his hard-hitting sophomore fullback, James Harrison, above.



balanced line, a simple audible by the quarterback can change the direction of the play, and make the monster always wrong."

Last season, the Tigers didn't pass out of an unbalanced setup often; they shifted to a balanced line. This meant additional blocking assignments to learn, both for pass blocking and for the running series necessary to make the passing attack go. The sprint-out type of pass used in '67 also was tougher to block for. This fall, the Tigers will utilize a basic drop back pass to go with their play-action pass sequences. Pass blocking, therefore, will be simplified and hopefully more effective. In fact, the I is a relatively simple formation. It has few basic plays, enabling most of the practice time to be spent on execution. And execution is the secret to a passing — or a running — game.

Another success ingredient not so secret is, of course, quality running backs. On this score the Tigers would appear to be deeper than any time since the 1965 Sugar Bowl team — although at this point, some of the depth is extremely "iffy."

At tailback, the post which gets most of the work from the I, are Jon Staggers and Greg Cook. There are bigger and faster backs than Staggers — but if his development continues,

there may be few better ones. Cook had an outstanding spring practice, and the senior letterman seems especially adapted to running from the I formation. Behind them, sophomore Joe Moore, a 190-pounder with 10.1 speed, has been shifted from slot back. And then there's Mel Gray, a transfer from Fort Scott Junior College whose consistent 9.4 hundreds (and he has been clocked in 9.3) will encourage Tiger coaches to find a place for him somewhere. Gray will be the fastest athlete in Tiger history.

In the Missouri version of the I, the fullback carries the ball more often than in most I attacks. At the same time he must be a strong blocker. Ron McBride, who played both half-back positions last year, blocks well and is an above-average runner. He may be pushed, however, by James Harrison, a 6-4, 230-pound sophomore. Although injured much of the spring, Harrison turned in a sparkling performance in the final intrasquad game. Incidentally, he runs 50 yards in 5.7 seconds; that corresponds to a 10.2 hundred.

Senior Larry Moore, a strong runner with average speed, was at fullback during the spring, but he could return to his 1967 position of right halfback (or slotback, as it's called in the I). Although he doesn't carry the ball as much as the other backs, the slotback should have run-

ning, blocking, and pass catching ability. Henry Brown is a possibility here; so is Kenemore. And here's the "iffy" part: Two junior college transfers, Tyrone Walls from Fort Scott, and Stan Hunter from Missouri Southern could play a big role — if they live up to their advance billings.

Now — lest the Tiger fan be overcome by visions of long runs and touchdown bombs — consider "what's up front." It's one reason why Devine doesn't consider quarterback the weakest point.

John Kadlec, who works with the offensive line, says his charges lack size, experience and depth, but, he adds, "they'll work hard and play with eagerness."

Kadlec hopes to get around part of the depth problem by having some players ready for more than one position. It'll work something like this: Con Rees, last year's starting center and a good one, and Jim Anderson, also a 1967 starter at tackle, should be the leaders. (Rees missed spring practice with a separated shoulder.) At the other tackle will be sophomore Larron Jackson. Mike Carroll, a '67 starter, and Tim Crnko will man the guards. They'll be backed by Joe Clark, a '67 starter, and sophomores Eric Lowder (tackle) and Gene Hertz, a brother of former Tiger star Tom. Carroll worked at tackle this spring and could go back there if the need arose. Crnko can play either center or guard; so can Hertz.

"In other words," explains Kadlec, "we're going to shift our first-line men, if someone gets hurt, rather than automatically moving up personnel from the second or third teams.

Al Onofrio, assistant head coach and architect of the defense, has somewhat the same problem: just not enough men ready to play.

This sounds a little strange when you consider that the Tigers lost only one part-time and three full-time starters from a platoon which finished second in the nation last year in defense against scoring (behind Oklahoma) and in total yardage allowed (behind Nebraska). This means that 7½ starters return.

"We lost Lee Mungai and Curtis Jones out of the interior line," reports Onofrio, "and Mungai was the most underrated man in the Big Eight. He never had a bad game." Jones has signed

a professional contract with San Diego.

At one tackle will be Rocky Wallace, who started as a sophomore last season but was hampered by a bad ankle during the spring. At the other will be either Mark Kuhlman, an unlettered squadman, or Lynn Cox, a sophomore who was voted the outstanding lineman of the spring game. He also can play guard. Carl Garber, a regular for two years, will be joined at guard by another senior, Roger Boyd, a part-time starter last year at tackle. They'll be backed by letterman Sam Adams, who can play either guard position.

This means the defensive line will be juggling players in the same manner as the offense to minimize the lack of depth. Four positions will be manned by six men, who will be shifted as the need arises.

Vince Tobin, the youngest assistant on the Mizzou staff, will help coach the defensive ends this year, and he appears to inherit the most talent. In the Missouri defense, the ends are committed 100 per cent to the rush; they have no responsibility for pass coverage. Their job is to contain the wide plays and harass the opposing quarterback. Elmer Benhardt and Bill Schmitt, both two-year lettermen, do this as well as anybody.

"They're different types, but I wouldn't trade them for anyone in the league," says Tobin. "Benny will give you the big play, and Schmitt is tremendously consistent; he's rarely beaten."

Behind these two are Jim Judd, a senior who has lettered at tight end, and Joe Hauptman, a squadman who was excused from spring practice to play baseball. A sophomore, John Burns, 6-4, 215, seems to have the tools to help, but needs work on his agility and technique.

Clay Cooper, starting his 22nd season as a football coach at his Alma Mater, has no such depth in the defensive secondary. And it takes quite a man to play there because so much of the emphasis is on man-to-man coverage.

At linebacker, the top performer of a year ago, John Douglass, is gone. Returning are two lettermen, Jerry Boyd, who started last season, and Steve Lundholm, who missed spring practice because of baseball. A sophomore, Nip

Weisenfels, was a happy surprise in the spring, according to Cooper, but except for those three, no other linebackers appear ready.

The same talent scarcity prevails in the deep secondary. Roger Wehrli, named to a couple of pre-season all-America teams, and the other wide-out halfback last year, Butch Davis, are solid. Last year's safety, John Meyer, passed up his final year of eligibility to enter medical school. Dennis Poppe, a letterman, played there this spring but needs to show improvement. Sophomore George Fountain looked good in April until slowed by a pulled muscle, and some help — the iffy kind — may be forthcoming from junior college transfer Edwin Glosson. Glosson, from San Antonio, Texas, runs the hundred well under 10 seconds.

Defense, as all Missouri fans know, is an extremely important phase of Tiger football. As Cooper says, "Dan lets us devote a lot of time and talent to it."

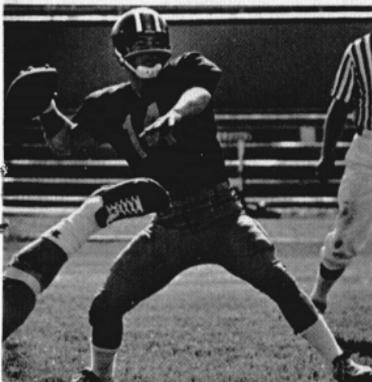
The Missouri defense also is different from most others. Onofrio calls it "reading and react" defense as opposed to the currently popular stunting and penetrating defenses (the 5-4 monster, for example). Without elaborating the technicalities, suffice to say that the Tigers use two basic defenses which are highly versatile and

yet relatively simple to learn. It's the execution that makes them work, practice and experience, experience and practice.

Reading and reacting can also be said another way: waiting until the other guy moves before you go. This requires strength, courage, confidence. And it breeds poise, the hallmark of the Devine teams.

This is one reason why Missouri sometimes has depth problems. A boy must really be ready to play, both mentally and physically — and few sophomores can immediately step in. This doesn't mean, however, that there aren't other potentially good football players on the Tiger squad.

Keith Weber, who handled the freshmen for much of last season, considers the 1967 frosh "very much above average." Besides the Harrisons and the Weisenfels and the Jacksons mentioned earlier, Weber is high on a newcomer most fans have never heard of, Steve Mizer, a converted fullback who showed well at defensive guard this spring. This is typical of several sophomores: They may not be able to help early in the season, and maybe not at all in 1968. But as they mature, they can become contributing members of the varsity, capable of playing Big Eight ball.



Guy Gardocki, left  
Garnett Phelps, center  
Terry McMillan, right

## The Quarterbacks

Bob Frala, Mizzou's head freshman coach, thinks this year's incoming freshmen make up another good group, including the "best running backs since I've been here." As a team they might not be unbeatable because Missouri doesn't recruit by teams, but by individuals. And the Missouri staff concentrates the first year's training on school adjustment, not football.

Frala also knows how dangerous it is to single out freshmen as blue chippers ("All of these boys aren't as good as we think they are.") He also remembers last year when one of the top prospects on paper wasn't even in school at the end of the first semester.

But he does name nine boys who appear top-notchers: Charlie Barnes, a 9.8 sprinter from San Antonio who weighs 215 pounds; Scotty Bell, called the best lineman in the Kansas City area; Lorenzo Brinkley, another speedster said to be the best back to come out of the St. Louis area in the past 15 years; Mike Fink, a 9.6 back from Kansas City and the state high school 100-yard dash champion; Nick Kanatzer, a 6-5 tight end and an honorable mention all-America from Kansas City, Kan.; Bill Mauser, from Belleville, a consensus all-state back in Illinois; Chuck Roper, passer deluxe who led Brentwood to four straight undefeated seasons; Ricci Stotler, Bethalto, Ill., the quarterback with whom Roper shared all-metro St. Louis honors; and Al Todd, 240-pound tackle chosen as the top scholar-athlete in the St. Louis area.

All of this, though, smacks too much of "wait 'till next year," and the interest now is the Tigers in '68.

Prentice Gault, newest member of the Missouri staff who this time last year was the regular fullback for the St. Louis football Cardinals, will do most of the scouting for the Tigers, as well as help with the offensive backs. He saw both the Kentucky and Illinois spring games, knows that both teams pack a powerful offensive punch, and is certain that Missouri, picked no better than fourth or fifth in the conference by most persons, has a rough time ahead this season.

"We're smaller than most of the teams we'll face, but I think we have the personnel to win games. How well we do depends on how our

players answer the question, 'How much will I give; how deep within myself will I go?'"

That, of course, gets back to the chief intangible of football, effort — and at Missouri effort is needed in the classroom as well as on the field.

Ed Dissinger, who watches over the players' grades, knows this better than most. Every season there are four or five players whose summer school performance will determine their fall eligibility. It's true again this year, so Missouri's already critical depth problems could be complicated by two or three ineligibilities.

"Missouri is a long way from being a football factory," says Dissinger. "Our athletes take the same courses as every one else. And when they get their degrees — and almost all the boys who get to be seniors do — the diplomas have the same value as any other graduate's."

Football fans will remember that one of the grievances by athletes at some schools this spring was that the athletes allegedly were put in special course sequences — ones designed to maintain their eligibility, but which made the attainment of a degree almost impossible. That isn't the way it works at Missouri, so the Tigers are likely to have more grade problems than some other universities; they also are likely to end up with more student-athlete graduates.

That, of course, suits Devine just fine. Now starting his 11th year at Missouri, the Tiger coach always has put obtaining a degree the first order of business for his players. He pledged that when he started at Missouri in 1958; he also promised to build Missouri into one of the nation's consistently good teams. And he has done that, too.

Anticipating the 1968 season, the Tiger fans find it comforting to reflect on Mizzou's 60-17-4 record in the 1960's. Only Alabama has a better won-lost mark for the eight-year period.

The Tiger fan also knows it would be foolhardy to predict a conference championship. Defending title holder Oklahoma, Nebraska, Kansas, Colorado, all will be powerful entries in the balanced Big Eight. But Devine will be "awfully disappointed" if Missouri doesn't have quite a bit to say about who finally comes out on top. That's the really comforting part. □



**A LAST LOOK AT ROLLINS SPRINGS ▶**



## A LAST LOOK AT ROLLINS SPRINGS

There's a grassy field south of the campus, perfect for touch football in the fall, ideal for picnics in the spring. Bordered on the east by hilly woods, the legendary Hinkson Creek cuts across about mid point.

For nearly 100 years, Rollins Springs has served as a Mecca for MU students on lazy Sunday afternoons and moonlit evenings. But as part of progress, the park is about to see its last lovers, last baseball games and last scholars studying under the oak trees.

In place of blankets, beer and books will be a modern super four-lane highway. Route K is to be relocated in order to better serve the increasing traffic in that area to the Medical Center, new Veterans Administration Hospital, the Research Park, new multi-purpose auditorium, Memorial Stadium, and the University-wide administration building soon to be built.

A new recreation area is being established across from Rollins Springs, south of the nuclear reactor. Equipped with a shelter house, parking lot and barbecue pits, the new park will answer part of the need for more and better student facilities.

But improved facilities and modern equip-

ment won't quite replace Rollins Springs, which has become as much of a landmark to the Columbia campus as the columns, the Journalism School arch or the Engineering School sidewalk shamrock.

In 1870 James S. Rollins sold the property to the University. It had been beautifully cared for, and Rollins had employed a German to terrace the hill and plant grape vines like those on the Rhine.

"Many were the escapades of the students in those days," Thomas Estill Holland, '71, wrote in 1916. "Among others, took place what was known as the 'powder plot' and 'wine cellar raid,' and on the first day of May 1871, the senior class leading, the whole school took a vacation and went to the Hinkson, and there was not a class held in the University on that day. Most of us seniors were on the ragged edge up to commencement day because of this infraction of the rules, but we were all forgiven."

The 1900's weren't any different. Rollins Springs has always been a natural place for picnics. "We went in groups or by couples. It hasn't changed any today, although it was much more secluded then," a 1917 graduate says.

"It was quite the place to stroll. And students drank the water in the spring although they ran the chance of typhoid." Even townspeople went to the park to get the water cress in the spring for their salads.

Through the woods was a Lovers Leap and in another spot, a boulder called Balanced Rock, because it stood straight up even though it was top heavy. These were the days of hiking and students spent hours climbing among the rocks and discovering caves.

The late 30's saw some midnight picnics with 15 to 20 couples. "The girls used to sign out of their sorority houses and stay at Read Hall because it was easier to sneak out of," a former student says. "We had food from a restaurant where one of the fellows worked and food from the dormitories, and, well, I guess a lot always happened out there over the years that hasn't been conducive to publicity, but it certainly holds many memories."

Rollins Springs also has been the scene of polo games and animal grazing. Agriculture students brought their animals out to the rich green grass and the University actually had a champion polo team in the late 30's.

Then there was the Red Barn, a popular beer joint, right on the Hinkson bank but not owned by the University. Sunday afternoons featured jazz concerts and it was impossible to find a place to sit outside much less inside.

In the early 60's the Alumni Association built a shelter and large group picnics were easier to accommodate. In recent years the annual Greek Week steak fry has been held there in the spring along with egg-throwing contests, tugs-of-war and Greek marathons.

"I can remember as a high school senior being warned to stay away from the Hink and Rollins Springs," one student says, "Of course I didn't." Another student remembers being all dressed up and trying hard to impress his date when he slipped on a rock and fell into the creek.

But for each person the memories are different. Eugene Field, while a student at the University in 1871, reminisced:

"Of evenings, it is just the thing,  
To walk or ride to Rollins Spring,  
Where clear water flows every day;  
In that same place, in that same way."

# The Honorable Mrs. Griffiths

By JOHN CAULEY



*John R. Cauley has been a member of the Washington bureau of the Kansas City Star for the last 15 years and bureau chief since 1964. A native of Indiana, Cauley moved to Kansas City when he was 14. He was graduated from the University in 1932 with a bachelor of journalism degree. In Washington, Cauley's main assignments have been the White House, State Department, and politics in general.*





Mrs. Martha Wright Griffiths, who was graduated from the University of Missouri in 1934, is a fierce and articulate advocate of the rights and independence of women. Yet, if it had not been for a man — her husband — she might have never achieved her present eminence as a lawyer and a member of Congress from Michigan for the last 14 years.

"I never dreamed of being a lawyer or going into politics," confessed the attractive, brown-haired 56-year old house member in her office on Capitol Hill. My husband pushed me into everything."

Mrs. Griffiths recalls the occasion in 1946 when she received a telephone call at her home after attending a meeting of women lawyers in Detroit.

"One of the women who had been to the meeting said I should run for the state legislature," she said. "My husband could hear what I was saying, but he did not know what the woman on the other end of the line was saying. I was telling this woman 'No, I could not do it. I am a Democrat and you are a Republican.' So after the conversation was ended, I told my husband what this woman had asked me to do.

"And he asked, 'Did you tell her you would run?'"

"I said, 'No.'"

"So my husband said, 'Now you get back there on that telephone and tell her you will run.'"

"I did."

It was thus that Martha Griffiths, whose parents were rural mail carriers in Pierce City, Mo., got into the great game of politics which led her to being the first woman ever appointed to the powerful Ways and Means Committee of the House.

Mrs. Griffiths represents a constituency in the northwest part of Detroit which is free of poverty and where almost every person owns his own home. She believes that she continues to get elected because so many voters have roots in the middle west — and for another reason not entirely irrelevant: she tends to her job.

"If you don't work hard for your constituents you don't come back," she observed.

The most satisfying part of serving in the House, Mrs. Griffiths said, is the opportunity she has for seeing that justice is done and to help people.

And what about the frustrations?

Mrs. Griffiths smiled and replied, "The frustrations come when the other 434 members don't want to do what you think they ought to do."

Quickly her countenance turned serious when she said, "What is maddening is when another member comes up and says 'I know you are right on this issue — but —'."

What would Mrs. Griffiths do about Vietnam?

"I would call Ho Chi Minh," she replied, "and tell him 'we can't afford this war so we are getting out.'"

"No matter what we do the Commies are going to take over there. I do not believe that we can tell the Asians what to do or to be of much help to them. It's a very corrupt continent."

Mrs. Griffiths said her concern over the American involvement in Vietnam increased when the first big escalation of the war began, and she believes the United States had a great opportunity to withdraw gracefully after the election of a new regime in South Vietnam.

On another important issue, racial turmoil, Mrs. Griffiths explains, "I represent a district which is going to have to pay for the riots."

Mrs. Griffiths believes the basic solutions should come in job opportunities and in decent housing. And she takes a much more realistic view on the responsibilities for coping with riots than some of the bleeding hearts members of Congress.

"You've got to have force and use it quickly to put down riots," she says. "At first everyone tried to be nice and persuasive, but that day is past."

As a member of the tax-writing Ways and Means Committee, Mrs. Griffiths voted against the 10 per cent surcharge provision, now law, because "I don't believe you can cure inflation by putting people out of work."

Mrs. Griffiths, born in Pierce City, describes it at that time as sort of a library-starved area of Missouri. On her first day at the University she headed for the library and within 24 hours

had run up a \$2.65 bill for removing Goethe's *Faust* from the premises.

After two years at MU Mrs. Griffiths's money ran out so she returned to Pierce City and taught school for a year. Upon returning to Columbia she remembers getting into arguments in a class with a boy from Schenectady, N. Y. — Hicks E. Griffiths — an encounter that culminated in marriage in their senior year.

"In a way we got married so we could finish our arguments," she said with a grin.

After graduation Mr. and Mrs. Griffiths enrolled at the University of Michigan law school where Martha worked in a campus candy store — "at \$9.48 for a 54-hour week" — and Hicks was employed in the library.

"At the Missouri commencement exercises," Mrs. Griffiths said, "neither of us could afford a cap and gown. At Michigan we just didn't see the point of spending the money to look at each other in a cap and gown."

Martha and Hicks then began to practice law in Detroit and later became active in Democratic politics. As an attorney for the office of price administration, Hicks had built up a wide-spread personal and political friendship throughout the state.

Mrs. Griffiths lost her first race for the state legislature in 1946, but she won in 1948. In 1952 she ran for Congress but was defeated. Then in 1953 she was appointed a judge and recorder of the Recorder's court in Detroit, the first woman ever to hold the post. In 1954 she ran for Congress again, was elected and has held the seat ever since.

"The people didn't know who I was in 1952," Mrs. Griffiths recalls. "But because of my work on the court, people would lean out of the windows of their cars and wave at me in 1954."

Mrs. Griffiths lives in nearby Virginia but every Thursday or Friday she flies to Detroit to be with her husband. Hicks and Martha have a 110-acre farm 45 miles from Detroit where they spend the weekends.

On a shelf in her office is a trophy formed by a basket of flowers on which is inscribed "Hi-Mar award 1966 champion weed puller."

The trophy was a gift from her husband, and in her office Martha stoops down and shows a visitor how "I can pull weeds for hours." □

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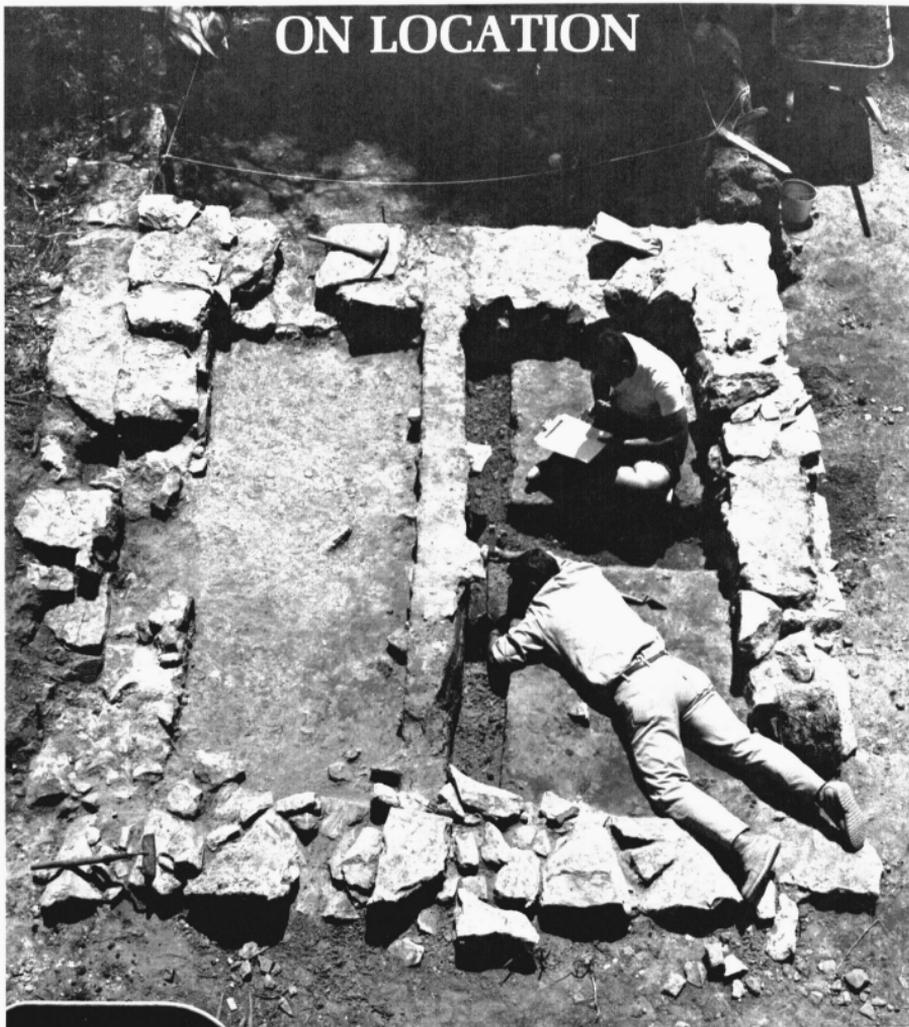
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# LEARNING ON LOCATION



Joe Moag's a square. At least that's what the inmates first thought of him at the Missouri State Penitentiary in Jefferson City where Joe went to summer school.

More than 150 University students like Joe were enrolled this summer for credit hours on the Columbia campus, but did their course work outside the regular academic buildings in locations ranging from Kingston, Jamaica to Lander, Wyo. Joe, for instance, took course 481 in park and recreation administration in the School of Social and Community Services. Working behind the walls of the penitentiary, he supervised such activities as producing a prison newspaper, operating a ham radio station, and playing basketball. He was expected to analyze the prisoners and identify those with leadership ability who could take over after he left.

Meeting daily with a supervisor at the prison, Joe also had in-depth discussions with a Columbia campus professor every two weeks. "We like to think of 481 as an internship," Dr. Bill Wickersham, assistant professor, says. It's practical application under supervision."

Such practical applications have seen a steady growth in most divisions at the University. Among other things it gives the students the chance to test out their job ambitions and adds an adventure to intellectual endeavor.

The number of credit hours received most often depends on each individual, because some students take longer to adjust and accomplish goals in field training. But whatever the amount of hours expended and number of written reports required, off-campus courses are as hard if not harder than those that meet in the more orthodox classrooms.

In Agriculture Economics two students participated in a program designed to give them additional knowledge in ag credit. Dan Hall, for instance, spent the week of July 29 in St. Louis with the Federal Intermediate Credit Bank. There, working closely with top company officials, he spent a normal eight-hour working day learning the bank's functions by analyzing

company loan applications. The week before he'd been in Warrensburg with the PCA getting practical application in extension of credit and supervision of loans. Missouri has 13 such Production Credit Associations that the students visit each summer.

Patricia Lee Bartmus is working at the *Kansas City Star*; Marsha Weinstein, at the *Richmond (Va.) Times-Dispatch*; David Lee Braun, at Ford Motor Co.; and Howard Aid with Mutual Broadcasting System. So went the summer job board at the School of Journalism which included more than 50 names. Students can make any amount of money and the opportunity for the job is only contingent on involving actual journalism experience. The differences from some of the other field programs are that journalism students enroll for this course, called Communications Practice, in the fall semester, and a related "control" course which meets on campus also is required.

Lander, Wyo., provides the site for one of the most interesting field programs. High in the mountains in the Shoshone National Forest is the geology field school known as Camp Branson. Owned by the University of Missouri, the 13-acre camp is set in an area of sparse vegetative cover so a variety of geology types are easy to find.

"The basis of geology is field work and the biggest laboratory of all is the outdoors," Dr. Clayton Johnson, associate professor, says. "Only by studying the natural currents of the rocks and mapping them can the student get the big picture."

Breakfast at six starts the typical day. By 7:30 the students are all boarded on buses with their instruments and gear. Driving as much as 50 miles to various settings, the students then break up into groups of twos and threes and scatter over six to eight miles, working at their own speeds. An instructor, one of four faculty members and two graduate assistants who accompany students to camp, roams around during the day, answering questions and straightening out problems. Back at the camp for dinner at six, the evenings are free, theoretically that is. With a vast amount of measurements and descriptions, the students often use the nights to get the drafting done for a map of the region.

Two archeology students measure foundation of a small building which is thought to have been part of the original State Capitol of Missouri at St. Charles.



Bonnie Larrimore, a home economics major, relaxes a moment at Famous-Barr Co., St. Louis, her summer classroom. At right, geology students head for Lone Butte near Beaver Divide, Wyo., while Rick Goodman gets training on the Miami (Fla.) Herald.



But then there is always an hour or so for softball, Frisbee or just talking. Some even drive to town for a movie.

Among the 35 to 40 students who attend each summer are some who aren't familiar Columbia campus faces. They may be from Harvard or Duke, Barnard or Mt. Holyoke, Washington University or Illinois. "We've had as many as 14 schools represented other than MU," Johnson says. "And at one time our course was listed in the Harvard catalogues." For the most part these schools don't have their own field camps. The students enroll in MU for the summer, are subject to the same regulations, and at the end of the summer transfer the credit to their own schools.

Similar to Camp Branson but paved with archeological material and located on an Indian occupation site so, "You can literally step out of the classroom and dig," is the Hamilton Field School.

Fully equipped with dormitories and classroom labs where students work up the material excavated, the archeology field school is located north of Columbia and adjacent to the

Van Meter State Park. Dr. Robert Spier, professor of anthropology, is optimistic about the camp site's future: "I don't think we'll ever dig all of it."

In addition to the 20 acres of University property, there are a number of other sites in a 20 to 30 mile radius to which students often take day trips. Fourteen enrolled this summer for a choice of three levels of archeological field method and a two-hour course in museum methods. But archeology students aren't limited to Missouri sites. One student spent his summer in Arizona doing work for University credit with the Field Museum of Natural History.

Regional and Community Affairs had a student in Jamaica with the Sugar Industries Labor Welfare Board and three students in Denver, Colo., working in areas of unemployment and on model cities programs. Four home economics majors spent the summer with recognized designers in their furnishing firms in St. Louis, Kansas City and Columbia. Medical School, with a year-round preceptorship, had 22 students this summer working with small-town physicians all over the state of Missouri. Library



and Informational Science had a masters candidate spending the summer in a library as part of the required curriculum and the University Forest near Poplar Bluff was home for 17 students at the annual Summer Forestry Camp.

But while the total number of courses involving field experience seems to be increasing, there are other schools and divisions which see no need for such off-campus work. Or they have gone that route and found it unsatisfactory.

For the second summer, B&PA had no summer job credit program "The difficulty today is in getting good supervision and rotation job assignments for the student which will provide a broad background in principles and procedures and at a high rate of pay," Dr. Raymond Lansford, placement director and finance professor, says. This is not to say that business students aren't getting the practical experience on their own. Lansford estimated that 500 to 600 students had jobs in corporations or in industry this summer but, "the company doesn't want to move the student through several departments in eight weeks. Their productivity is too low."

Veterinary Medicine and Engineering have no such courses off campus. And Education is trying to get away from the summer lab experience.

"In the summer the college student is working in an unusual situation. He is teaching students that are in school for remedial work, to keep occupied or just to get ahead," Associate Dean Samuel Keys says. "We don't advise our students to do their practice work in the summer. And we are planning to phase out summer student teaching in the Lab School in Columbia completely next year."

But he points out that the school does recommend its students take summer jobs to work with children in the same age group they plan to teach later, for instance in a recreation or crafts type of situation.

In other colleges and schools at the University, however, plans are under way for new field programs and expansion of already existing ones. Professors in these areas are enthusiastic about the new opportunities that await students in practical training. There are problems in finding proper supervisors and setting up acceptable work schedules, but there seems a trend toward cooperation among various colleges and universities in sharing each other's speciality facilities.

Where will next summer's University student be? If he's in food science and nutrition, he may be in meat industry training working in Kansas City. Or if he's specializing in dairy work, he may be spending a July afternoon making a mastitis screening test, in which he runs through a sample of every producer's milk that came in that day. Health service management students will be spending three months in a hospital acting as assistant administrators with responsibilities like running the pharmacy or managing the laundry. And a physical therapy student may be in a rehabilitation facility in Springfield, Mo., evaluating and treating patients.

But wherever University students are training, off-campus experience can be an invaluable opportunity. As Paul M. Mengel, assistant professor of social work, says: "Field experience is part of the answer to actively involve the student so that he feels he's putting his learning to work." □

# Benton

**S**ixty of a man's 79 years are a long time by anybody's reckoning.

But that three-score spread is the span that Thomas Hart Benton, world-famous artist, native Missourian and since 1935 a resident of Kansas City, has given of his talents and warm friendship to the University of Missouri-Columbia.

He is a most active adopted alumnus — he was given the honorary Doctor of Fine Arts degree in 1948 — and it is not surprising that last April 15 in a hectic birthday celebration that took him from Kansas City to St. Louis and back again, he spent midday on the Columbia campus.

At a small, impromptu luncheon he autographed copies of his new book *Drawings* (\$12), just published by the University of Missouri Press with the artist's birthday as the official publication date.

The 135 drawings in the handsome book were selected by Benton himself to "sum up pictorially his 60-year long striving toward the perfect expression of his aesthetic theories."

Most of the drawings in the book were made for use in or have become parts of a painting or mural.

*Kansas City Star* art editor Donald L. Hoffman, in an extended review of the new book, wrote, "In style, the drawings are of course basically realistic, but more interestingly, are more relaxed and less mannerist than Benton's painting. That is, they are not so marked by contorted forms and exaggerated chiaroscuro."

The book is large in format, about 10½ by 12 inches, and some of the drawings are in pencil and some in ink and wash. The reproductions are very close to the size of the originals.

"The dominant spirit is rural or small town," Hoffman commented. "Even when Benton draws

a New York skyscraper under construction the drawing gains a street-corner atmosphere." But there are scenes other than small-town rural: politicians, ranch life, New Orleans night-life, Hollywood, Yosemite, a steel mill, and so on.

To go back exactly 60 years for the first instance of a University of Missouri publication of Benton's work, one can turn to the 1908 *Savitar*, yearbook of the Columbia Campus. It's a most unlikely place, considering that Benton was never a student at the University, although he was eventually to be made an honorary Phi Beta Kappa. That year he was at the Chicago Art Institute, where he had gone after attending Western Military Academy at Alton, Ill., and before he moved on to three years at the Academie Julien in Paris. He already had a stint behind him as newspaper cartoonist for the long-defunct *Joplin American*.

A good friend from his hometown of Neosho, Irwin Myers, was *Savitar* art editor that year. It was through his friendship with "Ole" Myers that Benton undoubtedly sent the six pen and ink drawings that appear in the 1908 *Savitar*.

On the acknowledgements page of that edition of the *Savitar* appears this prophetic paragraph:

"To Thomas Hart Benton we are indebted for some of the most artistic illustrations in the book. Mr. Benton is a Missouri boy now studying in the Chicago Art School, and has shown his willingness to contribute to the *Savitar*. All

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*Former city editor of the Columbia Tribune, Max Baird joined the University Press last spring. He also has worked in New York City in editorial positions with The New Yorker magazine and Doubleday and Co.*

## MU'S ADOPTED ALUMNUS

By MAX BAIRD





The Benton art accompanying this story comes from the book, *Drawings*, published by the University of Missouri Press. On page 33 is "White River." On this page, moving clockwise from the drawing above are, "Corn, North Missouri," "Coal Barges," "The Skeptic," and "Sugar Cane Field."



of his works possess a strength and an individuality and freedom that is remarkable, and qualities which are a prophecy of still better things to come."

Suffice it to say, the 1908 Savitar is now a rare collector's item.

A month after *Drawings* appeared in April, the University of Missouri Press also published a third, revised edition of Benton's autobiography, *An Artist in America* (\$9).

The first edition was published late in the Thirties after Benton moved from New York to Kansas City. It contained his pithy "farewell to New York" essay that he has never recanted. A second revised edition in 1951 added later biographical material. Both editions have long been out of print and in brisk demand.

The present edition brings his postwar years up to date, telling, among other observations in a new 44-page chapter, the background stories of his New York murals, his relationship to the late Jackson Pollock (for whom Benton was the first teacher), a big homecoming given him by his native Neosho in 1962, and other high lights. The volume also reproduces 76 drawings.

One interesting passage concerns his Truman Library mural at Independence. Benton had assumed in the early planning stages that the ex-President would be pictured in the mural. About one preliminary session Benton writes:

"When I started to leave he (Truman) called me back and in the most emphatic Truman manner said, 'Don't put any pictures of Harry S Truman in your plan. I don't want to be there.' I must have looked a little incredulous because he added, and quite sharply, 'I mean it.'

"Though completely surprised by this Presidential admonition, it gave me a great sense of relief. I was freed from one of the greatest bugaboos of painting, the conventions that must be adhered to in picturing the living great."

The newest *An Artist in America* also repeats the typically Benton dedication that first appeared in 1937:

To  
T.P.

Who said when Rita corrected his manners, "I don't want to be a gentleman when I grow up. I want to be like my Dad." □



"The Under Classman" was drawn by Benton for the 1908 Savitar yearbook. Below, Benton in 1968 reviews book of drawings with the president of the University, John C. Weaver, center, and the director of the University Press, Robert C. Morris.



## **Bus Entsminger's Column**

For a long time now, the line between public and private schools has been getting fuzzier and fuzzier.

Public institutions of higher education are coming to depend more and more on the private sector for financial support. The General Assembly, for example, furnishes only about 50 per cent of the total budget for the University of Missouri. The rest must come from gifts, auxiliary enterprises, student fees, and grants.

Private colleges and universities, still fiercely jealous of their independence, are receiving more and more public monies, especially from the federal government. Some of them receive as much as 50 per cent of their total budgets in such grants. And many private schools are beginning to look to state governments for additional support.

In fact, you can expect such requests to be presented to the General Assembly when it convenes in January.

Where will all this lead? Well, our crystal ball begins to cloud at this point. But it would appear that as private institutions depend more and more on public money, then their independence and individuality also will gradually disappear. The private school will take on the complexion of a state school and, in fact, all higher education may be publicly controlled. State funds are not likely to be made available without fiscal accountability and other restrictions, as well.

While this is not necessarily bad, it will alter America's concept of public and private systems of higher

education which has served this nation so well. But such seems to be inevitable if the trend continues.

## **To Group Freshmen In Dorm Experiment**

This fall's freshman is likely to find he has plenty in common with the other residents of his dormitory floor.

For the first time a program of assigning students to floors by academic divisions will be attempted. Freshman with declared majors will be grouped together so most of them will be studying the same general course.

Social and cultural activities, such as providing guest speakers of interest to the entire group, will be possible, and it is hoped the program will facilitate the making of friendships.

Students may still request roommates and particular floors, however. And the trial project's effectiveness will be measured throughout the year.

## **Issue Strong Statement On Campus Disturbances**

A strong policy statement warning that the University will not tolerate actions by any groups or individuals which interfere with the normal and regular activities of the University has been issued by President John C. Weaver.

The statement has the unanimous support of the Board of Curators and applies to all four campuses.

The full text of President Weaver's statement follows:

"The University of Missouri will at all times defend the right of free

expression of opinion, including the right of peaceful assembly. The University will, indeed, guard this right in behalf of all persons associated with the institution and will not tolerate actions by any individual or group that would seek to restrict the appropriate freedoms of any other individual or group.

"The University will not allow any unauthorized occupation of University facilities, nor will it permit any interference with its normal and regular activities.

"Discussion of issues within the University will in no circumstances be conducted under any form of duress.

"Attempts at unacceptable building occupation or interference with University Business will be dealt with in a manner necessary immediately to relieve the situation.

"Any students or employees engaged in such activities will face immediate suspension, and may suffer ultimate dismissal."

## Increasing Enrollment Is Continuing Problem

Enrollment on the Columbia campus is expected to increase by 1276 students this fall, and although the projected rise to 20,400 students is considered normal, the influx will create additional problems.

The above figures are calculated on a full-time student basis. The actual head-count enrollment will be more than 21,000.

"Rising enrollment is always a challenge," Chancellor John W. Schwada is quoted as saying in an interview with *Columbia Missouriian* reporter Tom Arrandale. "When you add this many students it's the equivalent of adding a not-insignificant small college.

"Space is a continuing difficulty and one which grows each year. We

have to do a lot of crowding of classes and faculty and some re-scheduling in order to fit within our buildings. One of our first efforts will be improvements in scheduling to meet the requirements of more students."

Thirty-four per cent of incoming students at the University's four campuses will enter graduate and professional schools.

Columbia's ratio of graduate and professional students will be greater.

"The increase here is more heavily weighted toward graduate students than on the other campuses. This is just the trend in the ratio of students who choose to come here. They recognize that this is a good place to come for graduate and professional work. It's not the result of a conscious effort to put more emphasis on graduate work as opposed to undergraduate education. The University has no choice but to accept these students. We're expected to do a broad range of things and do them well since this is a general university, not solely a liberal arts college or a scientific institution."

While graduate enrollment is rising, the University this year will make an effort to improve undergraduate education. A \$400,000 allocation in the 1968-1969 University budget will be used to encourage top-level professors to teach basic undergraduate courses formerly conducted by assistants.

"We have asked the departments to assess the undergraduate teaching, and in several areas we have made a major effort to bring in senior professors to teach undergraduate courses.

"For instance, the English department has a heavy load of freshman and sophomore classes. The department has brought in additional faculty

to teach at the undergraduate level, and we also have urged present senior faculty to involve themselves at this level.

"We have also added senior staff in areas formerly taught mainly by assistant instructors and graduate assistants. I want to add that many of our graduate assistants do excellent teaching, but we do want to seed undergraduate classes with more upper-level faculty in a concentrated effort to upgrade instruction."

## Students Talk About Adjustment Problems

What are the major adjustments to campus life and what are problems encountered by freshman and transfer students at the University?

That's what 44 high school and junior college counselors attempted to answer at interviews with students during conferences on the Columbia Campus.

Students interviewed believed the major adjustments concerned social life. Also mentioned were adjustments to the larger classes and the intensely competitive situation at Columbia. The students said they were competing with students of greater motivation and capability.

Upperclass transfer students said the campus was very personal and they had no trouble meeting faculty and other students. Freshmen agreed that a student could get to know an instructor if he would make an effort to do so.

A major complaint concerned advisement procedures. Some students said advisers had misinformed them. Others had trouble locating advisers or interviews with advisers were too brief.

Other complaints were problems in transferring course credits, impersonal television classes and dislike of graduate student teaching.

# Commentary 2

## Letter to the Editor

Mrs. Fitzgerald's story on the Jefferson Memorial in the May Missouri Alumnus was of particular interest to me in that, while attending the University in 1906-10, I was subjected to many lectures on the monument and the man it memorialized.

As a freshman I resided in the Broadway home of my Uncle Jerry S. Dorsey, who frequently reminded me that Thomas Jefferson never required more than four hours sleep a night. Since in connection with my studies, I did a few chores about the house, there was possibly a rather pointed suggestion in these reminders for my benefit.

Really, what I want to pass on to you, is that every year on Jefferson's birthday, Mr. Dorsey took his place beside the Jefferson Monument which then was located East of the front entrance of Jesse Hall in front of the Auditorium, and there recounted for all who would pause to listen, the many virtues and accomplishments of the great President of our country.

This annual tribute to the memory of Thomas Jefferson was a must in the life of J. S. Dorsey, and I mention it as a tribute to his devotion of the memory of the man he so greatly admired.

J. Lewis P. Scott '10  
East Lansing, Mich.

## Auditorium Bids Asked

MU's \$7.65 million multipurpose auditorium is being advertised for bids. To be built east of Memorial Stadium, the auditorium will be basic-

ally two structures under one roof. The auditorium section, on the north, will seat 14,000 persons for basketball, assemblies, commencement and cultural events; the other section to the south is the field house which will accommodate 4,000.

The Board of Curators has accepted bids for the construction of a proposed new University-wide administration building to be erected in Columbia. Final plans have also been approved for a \$2 million Social Sciences Classroom Building and a \$110,000 residence for the president of the University. Two other approved projects are: a steam and pedestrian tunnel to serve the MU Medical Center; and additions to Columbia campus greenhouses.

The administration building will be a three-story brick structure on the south side of the Outer Loop (Highway 740), between the athletic practice fields and Gustin Golf Course. The building funds will come from a \$770,000 General Assembly appropriation.

The Social Sciences classroom building will be built on the Mall and located at Rollins Street just west of the Thomas A. Brady Commons.

The President's residence will be constructed entirely with private funds which have been donated to the University. Site of the house will be on a Hinkson Creek bluff on University property south of Memorial Stadium.

Construction now under way includes: the Mathematical Sciences Center, which is nearing completion; the Stadium press box, costing \$535,900, which will be finished in time for the first home game,

Oct. 5; and the Botany Building, a \$2.8 million project, which is progressing near the half-way mark.

## Jesse Hall's Sleep-In

The following story, written by William Kurtzborn, BJ '49, is reprinted from the *St. Louis Post-Dispatch*.

"Shouting and singing, the students broke into a trot as they approached the University administration building.

"'In we go, guys,' somebody yelled, 'and we don't leave until the old man comes across.'

"The young men, wearing cast-off Army clothes, peacoats, flight jackets and rumpled slacks ran across the street and bounded up the administration building's steps. Even in the dim street lights you could see most of them were badly in need of a shave. Each had a bedroll under his arm.

"'Those are students?' one onlooker asked as the ragtag little force of about 100 poured through the doors.

"'Columbia University 1968?'

"'Hardly.'

"'It was the University of Missouri and the year was 1947.'

"'I was there, along with Dave and Rusty and Weary and Mike and a bunch of others who went to the University under the G. I. Bill of Rights. And any one of us would be happy to tell today's demonstrators that when it comes to flinging student power into the face of the academic establishments they are Johnny-come-lately's.'

"'But there's a big difference. We weren't protesting against faculty policy, curriculum, our professors or anything else that was strictly the University's business.'

"'Very simply, we were cold.'

"'The University at the time was

made up of the Red Campus, named for its red brick buildings, and the White Campus, because of its white buildings.

"To that we had added the Blue Campus, named for the color of the lips of its residents — the 1000 ex G. I.'s who had been forced to rent space in its barracks dormitories because there was no more room at the residence halls and private homes in the area.

"The veterans housing — also known as Pneumonia Gulch — was pleasant enough when school opened in September. Units consisted of two bedrooms, each shared by two men, a living room for study and a bathroom with shower. Of course your only choice was between a brisk cold shower and a slow cold shower. But with something like 12,000 men on campus and only about 2500 girls at Missouri, Stephens and Christian colleges combined, our social lives seldom went beyond a beer or two at the Shack, which didn't smell like roses itself, so it didn't matter.

"Not until winter blew in. That's when we discovered that the water heater didn't work because the stoves had no fuel.

"To say it was miserable is an understatement. Mostly we studied in the library, the Shack or the room of some more fortunate acquaintance who needed our help in English Lit or Algebra. We returned to the barracks to sleep, wash up quickly or go through the agony of one of our semiweekly cold water shaves.

"Dave, a marine veteran of Okinawa, was the only one who did much dating, so he alone logged much shower time. A piercing scream and a few gasps and splashes later he would emerge, a healthful pink, down to the last goose bump.

"Christmas vacation did every-

body a world of good as we returned to our homes with their heat and hot water, but it was all too short and we went back to Columbia in no mood to be trifled with.

"Tempers grew shorter as January wore on and there still was no heat except that generated when the University announced that there would be heat for the Blue Campus as soon as it could find propane and oil.

"On Jan. 21 the angry ex G. I.'s carried an effigy of A. C. Stotler, then University housing director, to the campus and threatened to hang it until the heat was provided.

"Then they went back to the barracks, got bedrolls and moved into Jesse Hall, the administration building.

"Newspaper accounts said that the demonstrators planned to spend the night there "because it was warm" but dispersed after a couple of hours.

"Not all of us left, however, and I recall bright-eyed young students fresh from high school picking their way gingerly through sleeping figures wrapped in olive drab blankets.

"They were very polite to the sleepers. The G. I.'s, for their part, were good humored. Their language still was somewhat salty but many were trying to improve by reading a booklet entitled, "How to Act Like a Civilian." Among other things, it cautioned:

" 'At the dinner table, say, "Please pass the catsup," not "gimme the ?XXX&&&!! blood!"

"And on one other point it was unlike the current demonstrations. The day after the sleep-in the university began obtaining coal stoves from Fort Leonard Wood to heat the barracks and within days we had warm quarters.

"We won."

## MISSOURI ALUMNUS

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

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Jefferson City, Mo.

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