

# MISSOURI ALUMNUS

JANUARY 1969



# MISSOURI 35 ALABAMA 10





It was perhaps the finest hour in the history of Missouri football... Devine prepared his team brilliantly. The players in turn gave him an exceptional effort... Missouri's backs have never run harder and the offensive line reached its peak in blocking. But as good as the Missouri offense was, it was the defense that won the game. Alabama passers were dropped 12 times for losses... Missouri's rout of Alabama may have done more to enhance the football prestige of the Big Eight than any single event in the history of the conference."—Joe McGuff, sports editor of the *Kansas City Star*.



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Cover: The creative use of filters and camera angle by *Alumnus* photographer Roy Inman produced this interesting treatment of the famous Columns on Francis Quadrangle. Opposite: Eighteen-year-old freshman Jody Boggs of Columbia wears the traditional trench coat emblematic of being chosen Miss Mizzou, the cartoon character made famous by Milton Caniff in his strip, "Steve Canyon." Miss Boggs was selected in a campus-wide election sponsored by Sigma Delta Chi, professional journalism society. After January 13 the group will have Miss Mizzou calendars for sale. Featuring pictures of the 12 Miss Mizzou finalists, the calendar can be obtained by sending 75 cents to SDX, Journalism School.

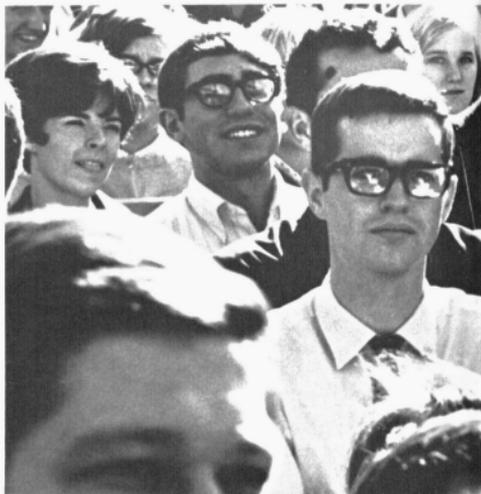
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## STUDENT ATTITUDES — POLITICAL ISSUES

By TOM BAKER and DAVID LEUTHOLD

Surveys show Columbia campus students to be "respectable and middle class," although somewhat more liberal than their elders, especially in the area of civil rights



Many alumni undoubtedly have been perplexed and amazed at the actions and attitudes of today's college students. The Berkeley student revolt of 1964 marked the beginning of a new era in student demands. One might guess that a few grads wished that their generation had exhibited the spunk of the Berkeley students, but most probably disapproved of this type of student behavior.

Student uprisings soon spread across the country, even hitting campuses like Central Missouri State College and Lincoln University. Although the Columbia campus has been relatively quiet, students have engaged in a number of protests and demonstrations, the most notable being a 1967 "chalk-in" when 1000 students gathered at the Boone County Court House to protest 30-day and 45-day jail sentences imposed on students who had chalked such slogans as

"Free Love For Sale Here" on a campus sidewalk. Last fall the threat of student demonstrations were thought to be real enough that campus Young Democrats cancelled a campaign appearance by Governor Warren Hearnes after hearing reports of planned protests.

It is, of course, very difficult to explain the whys and what-fors of the student movement, but some preliminary indications about the characteristics and attitudes of today's students are now available from surveys of University of Missouri-Columbia students. A random sample of 175 students on the Columbia campus was interviewed in December 1966 and another random sample of 105 students was interviewed in April 1968. Because some of the questions in the two student surveys had also been asked in two state-wide surveys, June 1965 and May 1968, comparisons can be made of the attitudes of



students and other Missourians, giving some indication of the amount of agreement or disagreement between students and their elders.

The student interviews, about 30 minutes in length, were administered and coded by trained students. The 1966 interviews were conducted in person while the 1968 interviews were conducted by telephone. In each case interviews were completed with only about 60 per cent of the original sample with many of the non-respondents being commuters who lived in nearby towns. This comparatively low response rate and the relatively small number of interviews in each survey increase the potential for error, but the demographic characteristics found on each survey are sufficiently similar to leave us with some confidence in the data. The state-wide surveys were conducted by the professional staff of the Public Opinion Survey Unit, University of

Missouri-Columbia, with interviews being conducted with about 900 Missourians chosen as part of a probability sample. Such surveys are conducted regularly in order to provide faculty and students with research data on the characteristics and attitudes of Missourians.

A campus in mid-Missouri would not seem the most likely gathering place for a group of radicals, and data from the student surveys indicate that the student body is predominately middle class and respectable. Two-thirds of the students come from white collar and professional homes, though such homes constitute only one-third of the state's total. Most of the students who think in terms of social classes consider themselves as part of the middle class. Church attendance is apparently as high on campus as across the state.

Some indication of the extent to which the

## Attitudes of Students and Missourians on Selected Issues

“Here is a list of public issues that people have debated for years. With regard to each one, should it be increased, decreased, or stay as it is?”

### SUPPORT SCORES\*

	July 1965 State	Dec. 1966 Student	May 1968 State	April 1968 Student
Government ownership or control of natural resources, things like oil wells, atomic energy, or electric power	.48	.45	.45	.46
Use of federal government money for slum clearance and public housing	.71	.74	.68	.80
Enforcement of the Supreme Court's orders to integrate public schools	.51	.66	.56	.79
Foreign aid	.26	.35	+	.30
American military involvement in the Viet Nam War	.52	.54	+	.42
Defense or military spending	.56	.54	+	.42

+ not asked

(Higher scores indicate greater support)

\*Support scores are determined by giving a weight of 1.0 to each “increase” response, 0.5 to each “stay as it is” response, and 0.0 to each “decrease” response, summing these weights and dividing by the number of respondents who answered the question. **Thus scores closer to 1.0 indicate greater support, while scores closer to 0.0 indicate less support.**

Sources: State-wide surveys in 1965 and 1968 by Public Opinion Survey Unit, University of Missouri-Columbia. Student surveys in 1966 and 1968.

student body is radical, if it is, can be gained by comparing student responses with state-wide responses on questions of public policy. These data are summarized in the table. Questions about the desired magnitude of two domestic economic policies, government ownership or control of natural resources, and slum clearance and public housing, showed student attitudes to be almost exactly the same as state-wide attitudes. The similarity is, in fact, surprising because these students are disproportionately descended from families who usually hold more conservative views on domestic economic policies. It may be that student views, while similar to those of the state-wide citizenry, are nevertheless a little more liberal than the views of their parents.

On the issue of foreign aid, both students and Missourians were, on the whole, opposed, but students gave slightly stronger support to it than did citizens across the state, with the strongest support coming from the students with higher grade-point averages.

The data on militarism and Viet Nam are not sufficiently comparable to make firm conclusions. When asked about the magnitude of American military involvement in Viet Nam, student responses in 1966 were almost exactly the same as state-wide responses in 1965, — about one-third of each group asking for an increase, and one-fourth asking for a decrease. These results, which seem surprising in view of the student protests against the Viet Nam war, should be considered cautiously because the student survey was taken about 18 months after the state-wide survey, and the American involvement was greatly increased during this interval. Furthermore, by 1968 student support for military involvement in Viet Nam had decreased sharply, and campus opposition was widespread. This opposition also was reflected in a decrease of support for defense spending, an issue on which student attitudes in 1966 had been similar to those for the state in 1965. Unfortunately, simi-

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*Tom Baker is a graduate student and David Leuthold is an associate professor of political science and the director of the public opinion survey unit on the Columbia campus. Their story also is appearing this month in the magazine, Focus/Midwest.*

lar questions were not asked on the 1968 survey to determine state-wide attitudes.

A distinct difference was found between student and state-wide views on one issue — civil rights. When asked their views about "enforcement of the Supreme Court's orders to integrate public schools," students were much more in favor of increased enforcement than state citizens. Such a difference should be expected because previous studies have shown that more highly educated persons are more liberal on civil rights. Student attitudes suggest, however, that civil rights is the hallmark of this college generation, since current students are even more liberal than those state respondents who have at least some college education. The suggestion is strengthened by the finding that, among college-educated state-wide respondents, the most substantial support for civil rights came from the 20 to 24 age group. Furthermore, the amount of student support for civil rights increased much more sharply between 1966 and 1968 than did the amount of state-wide support.

In summary, students at the University of Missouri-Columbia are respectable and middle class, holding views much like those of their elders, except on the civil rights issue. Civil rights is probably the historical key, because civil rights was one of the first areas in which protests and demonstrations proved politically effective. Consequently it is not surprising that other groups who felt that they were outside the formal power structure, such as students at universities, adopted these techniques.

In the December 1966 survey students were asked if they had ever participated in a protest or demonstration. Only 3 per cent had, but on a campus of this size, 3 per cent was equivalent to 500 students. In addition the 3 per cent were, for the most part, top students academically. (A May 1967 survey of student body Senators — the elected representatives — showed that 19 per cent of these leaders — a much higher percentage — had engaged in such activities.) These data would indicate that we can expect more and more students to engage in such protests on issues which are important to them. The surveys indicate that civil rights and opposition to the war in Viet Nam are such issues at the present time. □

# ECON 51

By JACK TAYLOR



Dr. Herbert J. Davenport

Course No. and Title	Rack No.	Sect.	Leet.	Room	Instructor
51 General Economics (5)	1601	1	10:40 MWF + 12:40 TTh	BPA Aud BPA 7	Kuhlman
	1602	2	10:40 MWF + 12:40 TTh	BPA Aud EE 27	Kuhlman
GROUP EXAMINATIONS (12:30-2:30 p. m.) March 10, and April 25. Each examination is in lieu of a regularly scheduled class.	1603	3	10:40 MWF + 2:40 TTh	BPA Aud BPA 135	Kuhlman
	1604	4	10:40 MWF + 3:40 TTh	BPA Aud BPA 135	Kuhlman
	1605	5	10:40 MWF + 11:40 TTh	BPA Aud BPA 207	Kuhlman
	1606	6	10:40 MWF + 12:40 TTh	BPA Aud EE 236	Kuhlman
	1607	7	10:40 MWF + 1:40 TTh	BPA Aud Eng 302	Kuhlman
	1608	8	10:40 MWF + 2:40 TTh	BPA Aud EE 117	Kuhlman
	1609	9	10:40 MWF + 3:40 TTh	BPA Aud BPA 308	Kuhlman
	1610	10	10:40 MWF + 12:40 TTh	BPA Aud EE 236	Kuhlman
	1611	11	10:40 MWF + 1:40 TTh	BPA Aud Eng 267	Kuhlman
	1612	12	10:40 MWF + 2:40 TTh	BPA Aud EE 121	Kuhlman
	1613	13	10:40 MWF + 3:40 TTh	BPA Aud EE 117	Kuhlman
	1614	14	10:40 MWF + 11:40 TTh	BPA Aud BPA 306	Kuhlman
	1615	15	10:40 MWF + 12:40 TTh	BPA Aud EE 225	Kuhlman
	1616	16	10:40 MWF + 1:40 TTh	BPA Aud Eng 123	Kuhlman
	1617	17	10:40 MWF + 2:40 TTh	BPA Aud BPA 211	Kuhlman
	1618	18	10:40 MWF + 3:40 TTh	BPA Aud BPA 12	Kuhlman
	1619	19	10:40 MWF + 12:40 TTh	BPA Aud EK 244	Kuhlman
	1620 <sup>1</sup>	20	10:40 MWF + 1:40 TTh	BPA Aud Sew 205	Kuhlman
	1621	21	10:40 MWF + 2:40 TTh	BPA Aud EE 119	Kuhlman
	1622	22	10:40 MWF + 3:40 TTh	BPA Aud EE 121	Kuhlman
	1623	23	11:40 MWF + 11:40 TTh	BPA Aud BPA 209	Kuhlman
	1624	24	11:40 MWF + 7:40 TTh	BPA Aud BPA 303	Kuhlman
	1625	25	11:40 MWF + 7:40 TTh	BPA Aud BPA 304	Kuhlman
	1626	26	11:40 MWF + 9:40 TTh	BPA Aud Lef 102	Kuhlman
	1627	27	11:40 MWF + 10:40 TTh	BPA Aud EE 344	Kuhlman
	1628	28	11:40 MWF + 11:40 TTh	BPA Aud BPA 135	Kuhlman
	1629	29	11:40 MWF + 7:40 TTh	BPA Aud BPA 305	Kuhlman
	1630	30	11:40 MWF + 7:40 TTh	BPA Aud BPA 207	Kuhlman
	1631	31	11:40 MWF + 2:40 TTh	BPA Aud BPA 211	Kuhlman
	1632	32	11:40 MWF + 10:40 TTh	BPA Aud EE 343	Kuhlman
	1633 <sup>1</sup>	33	11:40 MWF + 11:40 TTh	BPA Aud BPA 12	Kuhlman
	1634	34	11:40 MWF + 7:40 TTh	BPA Aud BPA 308	Kuhlman
	1635	35	11:40 MWF + 9:40 TTh	BPA Aud BPA 306	Kuhlman
	1636	36	11:40 MWF + 9:40 TTh	BPA Aud Lef 116	Kuhlman
	1637	37	11:40 MWF + 10:40 TTh	BPA Aud Eng 269	Kuhlman
	1638	38	11:40 MWF + 7:40 TTh	BPA Aud BPA 309	Kuhlman
	1639	39	11:40 MWF + 2:40 TTh	BPA Aud Eng 249	Kuhlman
	1640 <sup>1</sup>	40	11:40 MWF + 9:40 TTh	BPA Aud Crowder 101	Kuhlman
	1641	41	11:40 MWF + 10:40 TTh	BPA Aud Eng 249	Kuhlman
	1642	42	11:40 MWF + 11:40 TTh	BPA Aud BPA 307	Kuhlman
	1643	43	11:40 MWF + 7:40 TTh	BPA Aud BPA 210	Kuhlman
	1644 <sup>1</sup>	44	11:40 MWF + 9:40 TTh	BPA Aud Crowder 105	Kuhlman
	1645 <sup>1</sup>	45	11:40 MWF + 9:40 TTh	BPA Aud Crowder 102	Kuhlman

# The course with 50,000 alumni

General Economics 51 probably has more alumni than any other course listed in the University of Missouri-Columbia catalog. Estimates run as high as 50,000.

It has another distinction. Only three professors have headed the teaching of Econ 51 in the past 53 years. No other course can make that statement.

Dr. Harry Gunnison Brown handled the teaching from 1915 until his retirement in 1950. Dr. Pinkney C. Walker succeeded him and is now dean of the School of Business and Public Administration. Dr. John M. Kuhlman took over in 1964 when Walker became dean.

The course has a number of traditions going for it. Among the students, it has always been popular. Students who could take some other social science course show a preference for Econ 51 as an elective. Many who received their introduction to the principles of economics in this course have gone on to gain stature in business, education, and government service. Invariably the lecturers have become well-known figures on the campus, especially among large numbers of students, and have won prominence in their academic field. They have pride in handling the course, and it shows.

When Brown came to the Columbia campus in 1915, the basic course in economics was taught by Dr. Herbert J. Davenport.

Davenport, from the University of Chicago, was appointed to the faculty in 1908 and was instrumental in luring the legendary Thorstein Veblen from Stanford University to the faculty here. When the School of Business and Public Administration was organized in 1914, Davenport served as dean for two years before resigning to go to Cornell. Brown helped teach the course and succeeded Davenport when he and several members of the faculty moved on.

Through the years Brown made numerous changes in the text and in the method of approach. He lectured to three and four hundred students in Waters Auditorium four times a week, and arranged for smaller discussion groups once

a week. Brown also authored a textbook which was in use for many years.

Brown became professor emeritus of economics in 1950 when he retired at the age of 70. In effect, he still hasn't retired. He and Mrs. Brown returned to Columbia about three years ago, making their home at 403 South Garth.

Brown still espouses the land value taxation concept with evangelistic fervor; both he and his wife continue to write prolifically on the subject. After leaving the campus, Brown launched his "retirement" by teaching the next 10 years at the New School for Social Research in New York City, the University of Mississippi, and Franklin and Marshall College, Lancaster, Pa. Before returning to Columbia, the Browns lived in Pennsylvania for five more years, where he devoted his time to writing and speaking on the subject of taxation.

Of the thousands of students in his course, Brown remembers many who went on to achieve success in such fields as education, banking, and government. Just a few of the names he mentioned: Alfred Kahn, Joel Durland, Karl Bopp, Daryl Francis, Guy Noyes, Clay Anderson, William Bradshaw, Beryl Sprinkle, August Maffry, William Colman, Lester Chandler, Royal D. M. Bauer, Carl Wilburn McGuire, Fred Clarenbach, David Westfall, Larry Sapp, and Francis Linville. He recalled that three professors on the campus, C. T. Pihlblad, Mona Dingle, and Lewis Atherton, were in Economics 51.

Approximately 1000 students take the course each semester. Three days a week, two lectures are given in the B&PA Auditorium, which is filled to capacity. Before that building was completed, lectures were held in Waters Auditorium, which seats about 480. Two days a week the class is broken down to 24 small groups for discussion periods.

For four years beginning in 1946, Walker assisted Brown by teaching one of the two sections, then taught both sections for 14 years. The dean is at his best when lecturing before a large audience, as he demonstrated anew in the

fall of 1967 when he resumed teaching one section for a semester in relief of Kuhlman.

Profound economic thought and theory are interspersed with down to earth expressions, such as "Our children will pick up the tab down the road a piece," "We'll throw a rock in the pond," "This one's a real stinky little problem here," and, after a particularly involved explanation, "Anybody with me at this point, or am I with myself?"

Like Brown and Kuhlman, Dean Walker feels that the elementary course in economics has started many an alumnus on the road to success. "Almost any journalism or business graduate who has made a name for himself has taken the course," the dean says.

Kuhlman, now teaching both sections, feels

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*Former editor of the Missouri Alumnus who now is an assistant director in the Office of Public Information, Jack Taylor is a long-time observer of the Columbia campus. In fact, he took Econ 51 under Harry Gunnison Brown.*

that in any controversy about the quality of undergraduate education, Economics 51 is an excellent affirmative example. Conceding that he might be somewhat biased, Kuhlman says "I do believe we are doing a fine job. We have very few complaints from students and we do attract a significant number of majors out of our elementary course."

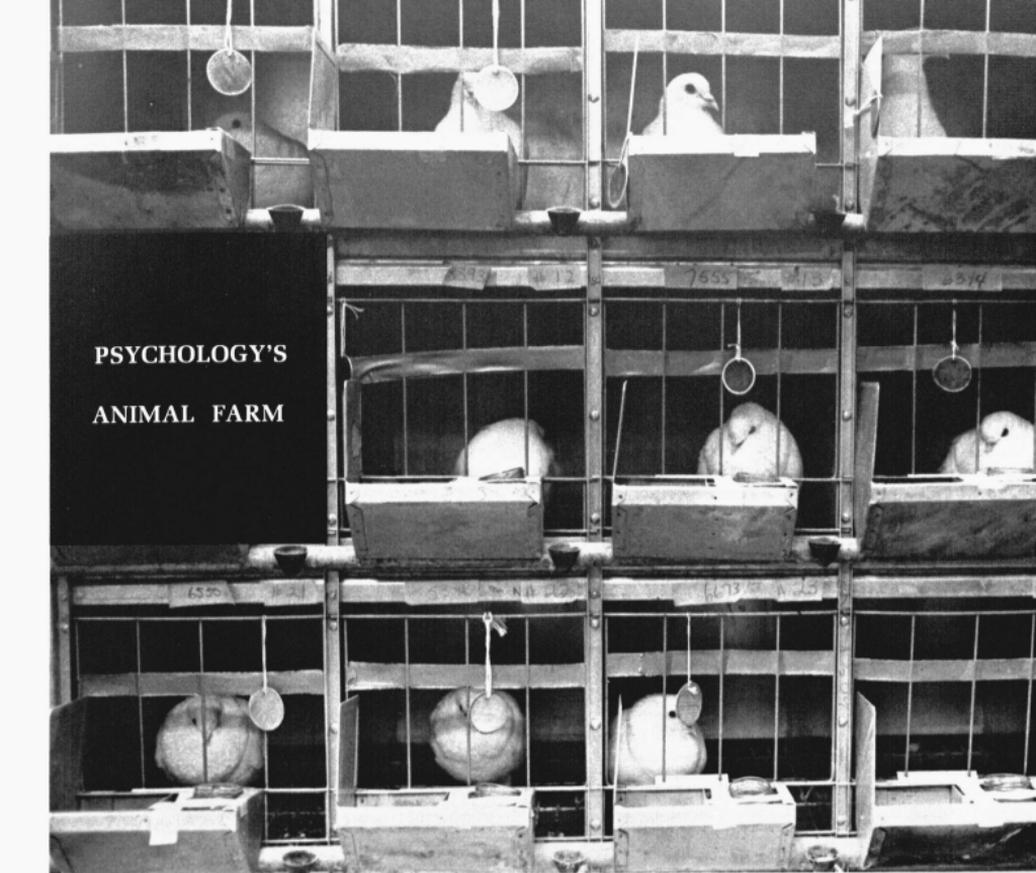
Kuhlman spent the fall semester of 1967 as an associate dean in the office of the Graduate School dean, giving up one of his two sections in Econ 51. He was happy to return to teaching full time.

"I find teaching an extremely enjoyable business," he says. "You get instant pay-out; if you give a good lecture a student will come up afterward or will come to your office to question or argue."

Although his experience as an associate dean of the Graduate School gave him a broader view of the University, he vows he will never go back to administrative work. As to teaching Econ 51: "We have a ball. When I tell a joke, they laugh." □



Fifty Years of Econ 51: Pinkney Walker, left; Harry G. Brown, center; and John M. Kuhlman



PSYCHOLOGY'S  
ANIMAL FARM

All of us are a little like Pavlov's dog — the one of conditioned-reflex fame whose mouth watered each time a bell rang. Humans also react unconsciously to certain learned stimuli, whether it be the odor of a special perfume or the sight of a 1969 automobile.

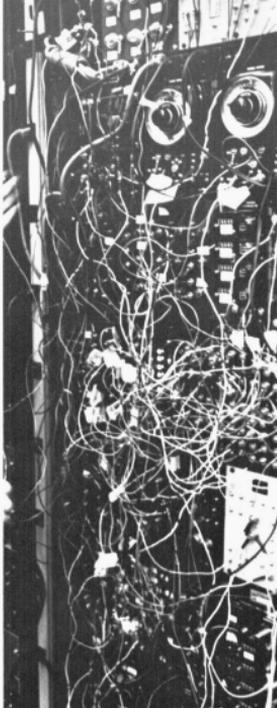
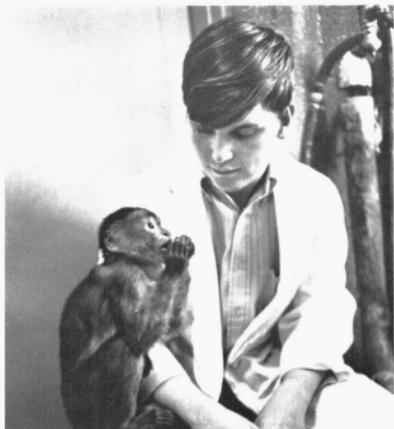
That's one reason psychologists use animals in basic learning, motivation and behavioral studies. Ultimately, they hope their findings can be applied to some aspect of human behavior.

On the Columbia campus this research area received new impetus when the 11,500-square-foot Psychology Animal Research Laboratory was completed 3½ years ago in Research Park, just south of Memorial Stadium. There, most of the current research is being done with rats,

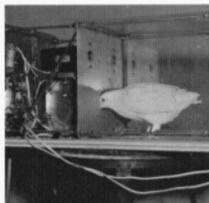
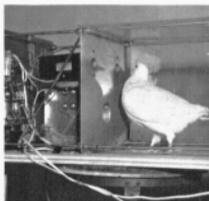
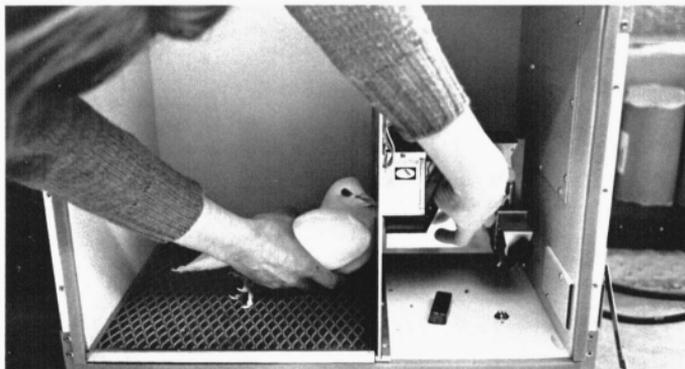
but pigeons, monkeys, and rabbits also are used.

This month the psychology department's staff of specialty researchers will be increased to four. Dr. Robert Boice comes to Columbia to concentrate on comparative psychology work with prairie dogs and rats. This will include the study of domestication and behavioral patterns of lower animals. This fall, Dr. Dennis Wright joined the department and is now in the process of setting up experiments in physiological psychology. He will be using cats for his sleep and attention studies.

Flocks of pigeons are the subjects of the Dr. Eliot Hearst studies on the stimuli which cause a pigeon to react. Hearst is currently on leave of absence, serving as a visiting professor



Dr. M. H. Marx, author, contributor to many books.



"Skinner boxes," (right) are testing apparatus used for rats and pigeons. Automatically controlled relay racks (above) compute data from these boxes and studies are made about the learning and motivation of the animals. Although rats and pigeons are used most frequently, other animals such as monkeys are also the subject of animal behavioral studies.

for a year at the University of California at Berkeley, but he keeps in close touch with his assistants by telephone. To a certain extent, his experiments use the incentive-reward pattern. As the pictures illustrate, the pigeons are placed in testing devices known as "Skinner boxes" (named after a noted psychologist in operant learning, B. F. Skinner, who received an honorary degree from the University last June). Here the pigeons perform by pecking certain key combinations in the box to receive a reward of food. Automatic relay racks control the boxes and allow researchers to record data.

It has been found that a pigeon's vision nearly approximates that of a human's; thus, many of the stimuli pigeons respond to may also be applicable to humans. But like most of the projects carried on at the laboratory, Hearst's experiments are not "applied research"; the results are not immediately applicable to human situations.

The professor who actually initiated the animal research program at the University, Dr. Melvin Marx, explains: "These problems are experimentally attacked in the laboratory with animals as subjects under relatively well-controlled conditions. Although the work may have important practical implications, the researchers usually do not consider it their tasks to generalize the situations to everyday life, but are generally happy if others, with more applied orientations, attempt to do so."

Marx is working on a variety of experimental projects with pigeons and monkeys, as well as rats, in the general area of learning and motivation. One of these projects, currently supported by the National Science Foundation, involves the effect a reward of sugar water has on learning when it is the only "incentive" the animal encounters, as opposed to similar rewards of water with higher and lower sugar concentrations. Computerized Skinner boxes control the amount of "incentive" a rat receives.

Another Marx project, supported by the National Institute of Health, involves the role of frustration in an animal's behavior. One aspect of this problem that has been studied concerns the suppressive effects frustration has upon the performance of an animal, in this case rats.

Computerized data collection and program-

ming bring greater efficiency and control to Marx's research. The \$31,700 computer controls the "Skinner boxes," which Marx also uses in his rat frustration experiments, making possible a much greater volume of experiments. (A recent improvement to the computer system was made by the Aphrotron Corporation of St. Louis — an interesting side light because the corporation is an outgrowth of the Brothers Educational Foundation, a non-profit organization in the black ghetto area of St. Louis engaged in training the unemployed).

Marx, who came to the University in 1944, has been on a U. S. Public Health Service research career award since 1964. His first laboratory was in the basement of the old power plant located in the plot now occupied by Hill Hall, where education classes are conducted.

Through a small grant, his early research explored the effects amino acids have on the functioning of an animal's brain.

Later the animal lab moved to temporary quarters in old houses on South Fifth and Hitt streets. The program was expanded when Marx received a National Health Institute grant. The lab then moved to the basement of McAlester Hall, where the psychology department is now located, and later to temporary quarters on the site now occupied by the new Geology building. Soon, however it was apparent that new facilities were needed.

"Animals," Marx explained, "need proper room temperature to perform at their peak and some of the older buildings were impossible to air-condition by day and heat by night.

Funds were granted in 1963 for the new building. Much of the designing was done by Marx and his associates. The architect followed their requests usually without question, but did wonder about the necessity of a washer and dryer for monkey diapers. They assured him that the appliances would pay their own way, however.

Now, even with the modern animal research lab, additional facilities are needed by the Psychology department. As research expands, so does the number of animals needed for experimentation. And the department hopes to enlarge the research programs to provide more opportunities for graduate students. □



## DAYS OF WINE AND STUDENT WOES

*"We come at night,  
When fleas do bite,  
And profs are all a-snoring.  
We seek the wine,  
Have heard it's fine,  
Get thru the floor by boring."*

They call the student author of this 1870 verse, Anonymous. Had his true name been discovered, he likely would have been expelled, for the poem refers to frequent raids made on the wine barrels stored in the basement of the University (administration) Building on the Columbia campus.

Although governed by much stricter controls than those of today, the student of a hundred

years ago could be as much a worry to the administration as the current generation of college students is now.

When the University bought a farm in the spring of 1870, two large vineyards were included, and it became the custom for the grapes to be made into wine which was stored in the basement of the University Building. On one occasion, while the members of the Board of Curators were assembled in session on the first floor, the basement was raided by student pranksters and more than 20 gallons of wine removed.

In late 19th century Columbia, undergrads were kept in line by the double-barreled control of parents and college administrators. The faculty, in fact, considered itself "in loco parentis."

Any infraction of the rules stated in the Catalog of the University was recorded in a book kept for the purpose of discipline, a system founded by President John H. Lathrop. On entrance to the University, each student was credited with 100 department points, and each infraction of the rules subtracted points. Parents were kept posted concerning point totals. When no points were left, the student was dismissed from school.

Any number of offenses could cause department credit to melt away: whispering, neglect of duty(?), smoking on campus, entering billiard parlors, improprieties in speech during University activities, and stamping to express approval in chapel exercises. (It is only fair to relate that few serious cases were ever recorded, and the soft-hearted faculty would frequently allow the student one more chance.)

Times have changed. This month a new set of disciplinary rules will go into effect for the four campuses of the University. Based upon recommendations made by students, faculty, and administrative staff members during a series of hearings, these rules are designed to protect student rights and insure due process. In fact, in many instances, they go far above the minimum requirements of due process as interpreted by the U. S. District Court in Kansas City in a ruling given in September. Under the new University rules, each chancellor appoints a student discipline panel. At the request of a student charged with misconduct, the chairman of the Student Conduct Committee names as many as three students from the panel to sit with the committee for that student's case, and the students sitting with the committee have the same privileges as other members of the committee, including the right to vote. Current rules and regulations apply to any student conduct which "affects the lawful mission, process or function of the University."

Codes in the 1870's related mainly to enrollment, payment of fees, attendance at chapel each day, observance of study hours, attendance at church services on Sunday and "conduct as a quiet and industrious member of society." The University in the last century reminded its students that the institution existed for "the good and virtuous young men of the State, not

for the idle and disorderly, the vile or vicious."

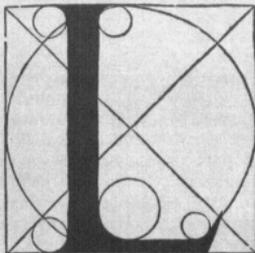
Several stipulations on student conduct were carefully enumerated. The most difficult to enforce were the rules forbidding students "to enter a billiard or drinking saloon," and forbidding the use of "profane or indecent language or indulgence in intoxicating drinks of any kind." This encompasses a much broader area than current University regulations which support state and federal laws, while also forbidding alcoholic beverages on campus property. However, the code of 1870 also prohibited smoking in the buildings or on the campus; many professors today both smoke and allow smoking during their lectures.

Students 100 years ago were not allowed to leave town, or even change a class assignment, without permission of the president. This is hardly the case now. Students clamor for freedom in the dorm with intervisitation privileges and better student representation. Coeds are requesting establishment of some no-hour dormitories. A further liberalization of policies recently granted on the Columbia campus was the issuing of key privileges to sophomore women.

Ten demerits were given a young lady of the 19th century who failed to wear the regulation black uniform or decorated her hat with ornaments. The "principal of the ladies department" kept a tight rein on her young charges. This was not quite the task it seems, since there were less than 70 girls on campus in 1870. Today the administration does not dictate the length of mini-skirts, although in the past some professors have forbidden certain attire in the classroom. The 1969 coed may appear sometimes in wheat jeans, sweatshirts, mini-skirts, or anything else she feels like wearing.

Graduating from the University of yesterday was not an easy task. The student, as the catalog stated, was forbidden to do anything which tended to "deteriorate moral character, prevent intellectual and moral advancement — in short, all those wicked and immoral practices and habits which would be forbidden in good and cultivated families, and which tend to prevent preparation and training for good citizenship."

One hundred years later graduation is still no simple task, but the student is assumed to have a great deal more emotional maturity. □



UCA PACIOLI, close friend and disciple of Leonardo DaVinci, drew the letter L introducing this paragraph early in the 16th century, only some 50 years after Gutenberg invented moveable type. Applying the principles of mathematics to typography and architecture, the original edition of the famous classic, *De Divina Proportione*, now has a proud home in the rare book collection of the Columbia campus's Main Library.

On the opposite page, a corner of *De Divina Proportione* is pictured at bottom left. At upper left is a facsimile copy of the Gutenberg Bible, a fine work which painstakingly has been reproduced from the original. The library also has a page from an original Gutenberg Bible. At upper right is a Dante, prized for its unusual binding of leather and metal. In the middle section of the picture, a Leonhart Fuchs herbal of 1542 is opened to one of the hundreds of its hand colored plates. At bottom center is a book from the famous Kelmscott Press, which William Morris started in 1891 because he felt printing craftsmanship was declining. At bottom right is a first edition of Thackeray's *Vanity Fair*, which features exceptionally beautiful binding and illustrations by the author.

A library, of course, has many parts, and the 10,000-volume rare book collection is only a small, though fascinating and important section of the University of Missouri-Columbia library, which is internationally known for its work in automation.

But a scholar often needs the original works. Although he may get the same information from a microfilm copy, who can deny that it is more useful, certainly more satisfying, to hold a gold embossed leather bound book of *The Moths and Butterflies of the United States* and see for himself the 100 color plates which include tiny scales from actual butterfly wings? In many areas, the student can get a better feel for the author's intent and the times in which he wrote from an original edition. Later editions might even be different.

So much for justifying a rare book collection — if indeed it really is necessary to justify authentic records of civilization and culture. A more interesting question, perhaps, is, "What makes a book rare?"

## rare books

living tissue  
of history's fiber



COMOEDIA DANTIS



The  
History  
of  
Reynard  
the  
Foxe

VANITY FAIR

TRACKERAY

Poor Richard, 1747.

A N

# Almanack

For the Year of Christ

1 7 4 7,

It being the Third after  
LEAP-YEAR,

and makes since the Creation

By the Account of the Eastern Greeks	7255
By the Latin Church, when $\odot$ ent. $\circ$	5926
By the Computation of <i>W. W.</i>	5750
By the Jewish Rabbies	5696
	5508

Wherein is contained,

The Lunations, Eclipses, Judgment of the Weather, Spring Tides, Planets Motions & mutual Aspects, Sun and Moon's Rising and Setting, Length of Days, Time of High Water, Fairs, Courts, and observable Days.

Fitted to the Latitude of Forty Degrees, and a Meridian of Five Hours West from London, but may without sensible Error, serve all the adjacent Places, even from *Newfoundland* to *South Carolina*.

By *RICHARD SAUNDERS*, Philom.

PHILADELPHIA:

Printed and sold by *B. FRANKLIN*.



Lively scene from Dickens' Christmas Carol appears in the rare Nonesuch Press edition. Poor Richard's 1747 Almanack, shown at left, is another proud possession of the MU Library.

Age, obviously, is one criterion. Any book published earlier than 1650 (and some experts now are saying 1720) is considered rare. In the United States, an East Coast book is rare if it was published before 1800. And as publishing moved west, the cutoff date for rare books becomes later—1825 in Missouri, perhaps; 1850 for Colorado.

But age isn't all the rare-book answer, by any means. The child's Big-Little Books of the mid-thirties, those little 3½-by-4½-inch volumes that predated comic books, now are prized.

The first editions of any important author, a Dickens or a Thackeray, places the books into the special collection. Autographed copies sometimes can qualify, as can books owned by important men. The binding, illustrations, typography, original price, limited editions, publisher — any of these features might elevate the work into the rare-book category.

The oldest volume owned by the University is a 12th century German manuscript of vellum, bound in pigskin, which was written about 300 years before the invention of printing from moveable type. The manuscript, dealing with syntax and identified as parts 17 and 18 of Priscianus' *De Constructione*, still shows the guide lines made by the scribe to assure neat work and proper margins.

This book was specially purchased by the library as a rare book. But most of them make their way into the special collection via other routes.

There is no special budget for rare books. Some of them are purchased out of regular departmental budgets by faculty members who buy them for research or study purposes. In such cases, they just incidentally are rare.

Many in the collection were rescued from the general stacks by alert members of the library staff and faculty. In a 1.3-million volume library, such finds are made often, and many rare books undoubtedly still are in the stacks. There just isn't the time or manpower to ferret all of them out all at once. Last month a 1928, privately-printed copy of *Lady Chatterley's Lover* turned up.

But there is no more important source for rare books than gifts. Often these come through the Friends of the Library, a support organiza-

tion dedicated to helping the library.

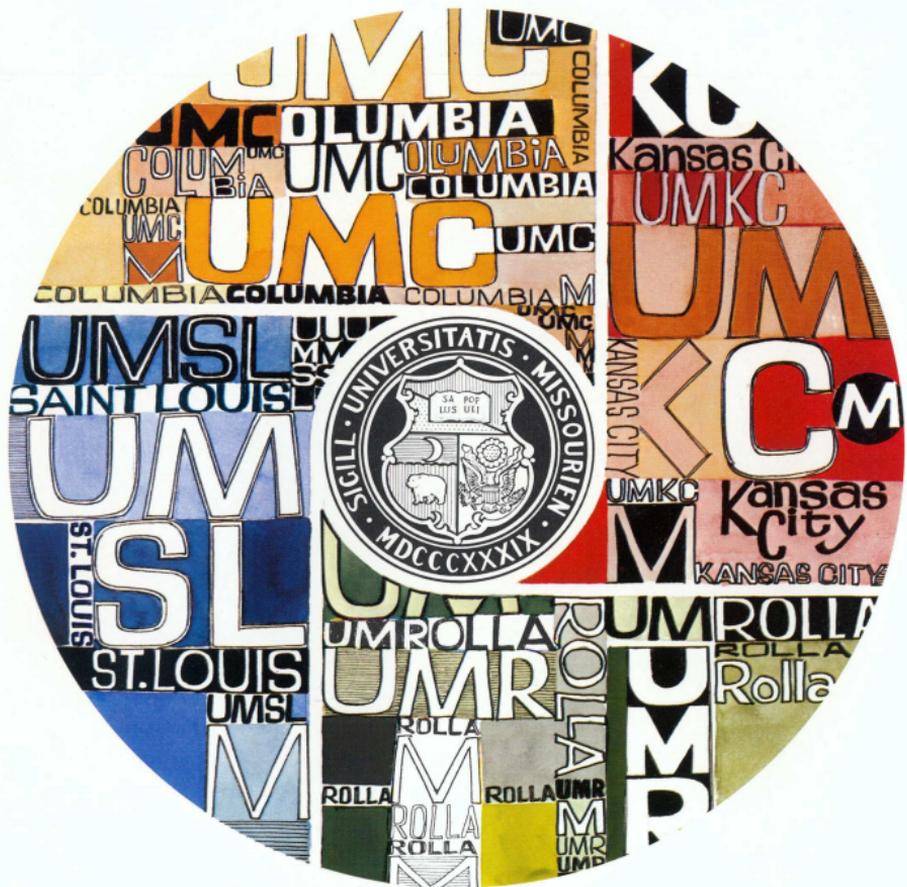
One important gift was the Thomas Moore Johnson collection of philosophy by his son Dr. Franklin P. Johnson. A professor from the University of Chicago, Dr. Johnson retired several years ago and now lives in Osceola, Mo. Another gift of great importance was the library of the late Albert M. Keller, prominent St. Louis broker and civic leader. Consisting of some 1200 volumes, it included first editions of Thackeray's *Vanity Fair* and of works by Mark Twain, Joseph Conrad, Anthony Trollope, H. G. Wells, Sinclair Lewis, and Lewis Carroll.

As might be concluded from the above, the growth of the rare book collection on the Columbia campus, or anywhere else, for that matter, is necessarily slow. For many years, it grew without much planned collecting. And this, in some respects, turned out to be an advantage, since the library has some rarity or special imprint in nearly all areas of study. But a really distinguished collection needs to specialize, and the library has chosen to build collections in natural history (Leonhart Fuchs herbal of 1542 is one of the finest examples in the world), and private presses, featuring especially fine press work (such as Ashendene, Nonesuch, Limited Editions Club, Doves, Cuala, Daniel Merrymount, and Kelmscott).

Miss Lucille Cobb, the librarian in charge of the special materials section of which rare books is a part, would also like to see the specialization broaden into the areas of typography and the history of printing.

There's sound reason for this. This month Dr. Helmut Lehman-Haupt, one of the world's recognized experts on the history of books, joins the faculty of the School of Library and Informational Science. He will teach the history of books and printing and literature of the humanities. The author of many books and articles, Dr. Lehmann-Haupt has taught and consulted at a number of universities. Since 1962, he has been bibliographic consultant for H. P. Kraus, rare book collector and dealer.

His addition to the faculty should be a good omen for the future of the rare book collection. This is fine, because, as Dr. Lehmann-Haupt once wrote, rare books are the "living tissue of the fabric of history." □



THE  
UNIVERSITY'S  
NEXT TEN YEARS

**T**he keynote is the continued, orderly, and responsive development of the University of Missouri.

The commitment is to the concept of one statewide university, utilizing the strengths of four highly dissimilar campuses.

The dedication is to provide high-quality education at the lowest possible cost — or put another way, to make the best possible use of the resources made available.

These are the themes contained in the 64-page *Long-Range Planning*, published last month by the University. Two years in the making, the 10-year projection is the result of studies made by each campus and each academic discipline. A report on the Columbia campus plan appeared in the May 1968 issue of the *Alumnus*. The University prepared the academic blueprint at the request of the Missouri Commission on Higher Education.

Remembering the political uncertainties and unpredictabilities of 1968, Mr. Average Alumnus might question the value of attempting to look six months down the road, much less 10 years. However, the booklet points out that this projection is but the first step of a continuous program of thinking and planning by the faculty, students, and administration. True, the guidelines provided can be used to develop specific programs, including cost details. But the guidelines also provide for flexibility, so that the University can be responsive to the changing educational needs of the people of Missouri.

The first guideline re-emphasizes the one-university concept: "The planning is focused on the development of a distinctive and distinguished public university-type institution of

higher learning for Missouri as a statewide unit. To this end, the capabilities and competencies of the four campuses will be fully integrated and co-ordinated as a single university."

This concept underlies two of the University's more immediate objectives: "A satisfactory system of credit transfer among the four campuses and a co-operative system that will facilitate transfer of credits from junior, community, and other state colleges to the University." And, "A system so devised that faculty with superior or unique knowledge and skills, and expensive but unique research equipment and library resources, may best serve the total University while based on a single campus."

Later this statement is made, "All four campuses must function as components of a system operating under policy established by the Board of Curators and made operational by the president. However, each campus has important characteristics that deviate significantly from those of the other three campuses, and sufficient flexibility must be present to permit each campus to develop its own unique potential."

The other seven guidelines are as follows:

- "... The principal goals are the education and social and cultural growth of the individual student at all academic levels. This education should relate to the last third of the 20th century and should be so structured as to take full advantage of the uniqueness of Missouri and its educational institutions.

- "In accordance with land-grant philosophy, all qualified Missouri residents should have the opportunity of attending the University of Missouri. For this reason, it does not appear wise to place artificial limitations on total enrollment

at the University of Missouri. As there is no general agreement as to the best size for an individual campus, enrollment limitations on campuses also are without acceptable foundation."

(Although the projections will be updated periodically, the University sees a four-campus enrollment of 76,000 students by 1977-78, including a graduate enrollment of 18,600. Presently, the University has something over 40,000 students, including about 5400 in the graduate category.)

•"New educational programs within the University may be started only after careful evaluation of the need for the programs and the level of support for existing programs. The University does not, except in most unusual circumstances of demonstrated need, aspire to develop new educational programs until all existing programs for which demand can be established have attained an acceptable level of quality, and then only if funding the new program does not deprive current programs of essential support.

•"All existing courses of instruction within the University must maintain an acceptable level of quality and usefulness or be eliminated.

•"Because the University is an organization undergoing continuing change as it adapts to the shifting demands of the population it serves, time phasing of its master plan must remain flexible. For example, the University does not anticipate the need to activate a school of architecture during the next 10 years because the limited present need can be more adequately met through inter-university arrangements. Nevertheless, a radical change in the intensity of demand could alter this timing.

•"The educational services of the University should be distributed geographically in a manner that will minimize the combined costs of providing instructional services and those incurred by students receiving the education.

•"The University of Missouri should work cooperatively with all other institutions of higher education within the state, so that an effective and comprehensive total educational system may develop."

Throughout the specific academic and campus programs discussed in the report, extension and continuing education play prominent roles. The

University, long a leader in extension services as they apply to agriculture, now is moving into the urban area as well. It seems reasonable to predict an increasing involvement in urban problem solving.

And with the almost geometric-progression acceleration of the growth of knowledge, continuing education becomes a must in all fields. Graduates may find it necessary to return for additional formal education many times during their lives in order to progress with their professions.

As far as specific disciplines are concerned, the report sees the next 10 years like this:

Arts and Science: Continued growth and expansion on the Columbia, Kansas City and St. Louis campuses and in the physical sciences at Rolla.

Agriculture, Home Economics, and Forestry: In the next 10 years, the University will continue to support these programs only on the Columbia campus.

Allied Health: The Columbia campus presently offers work in such areas as inhalation therapy, medical technology, occupational therapy, etc. This program will be expanded on the Columbia campus, possibly into a School of Public Health or School of Allied Health Professions, and new programs added at Kansas City and St. Louis.

Business and Public Administration: Continued growth and expansion, especially in the graduate programs, on the Columbia, Kansas City and St. Louis campuses.

Dentistry: This program will continue to be offered only on the Kansas City campus.

Education: This program will grow on all campuses, except Rolla, with most of the growth expected on the two urban campuses.

Engineering: Continued only on the Columbia and Rolla campuses. Although these will be the only full-fledged divisions, some of the Columbia and Rolla students may be attending classes on the urban campuses.

Information Science: A new field, this area will be approached from a multi-discipline, multi-campus standpoint. It will include intensive study in automation and communication.

Journalism: Because of the world-wide reputation of the School of Journalism on the Columbia campus, the University believes it should con-

“In study after study,  
it has been shown that the  
greatest single factor in the growth  
of the Gross National Product  
in this century has been education,  
not capital, not the size of the  
labor force.”—E. J. Stahr

tinue to accept as large a percentage of qualified applicants as possible. Journalism degrees will be offered only at Columbia.

**Law:** Columbia and Kansas City will continue to have the University's only law schools.

**Library and Information Science:** Although the information science part of this program, which deals largely with information storage and retrieval, will be restricted to the Columbia campus, the great demand for trained librarians may justify library science programs on both urban campuses during the next decade.

**Medicine:** The School of Medicine on the Columbia campus can enroll 100 medical students a year. This enrollment must be doubled as soon as possible. Since this report was written, the Board of Curators has approved the establishment of a School of Medicine on the Kansas City campus, contingent on funding by the General Assembly.

**Nursing:** Baccalaureate Schools of Nursing are planned for the Kansas City and St. Louis campuses, adding to the existing school at Columbia.

**Pharmacy:** This program will continue to be offered only on the Kansas City campus.

**Social and Community Services:** Presently Columbia has programs in Social Work, Recreation and Park Administration, and Regional and Community Affairs. It is conceivable that the next 10 years will see the placement of a social

work school on one or both urban campuses.

**Veterinary Medicine:** To be located only on the Columbia campus, this program may double in size.

From the campus standpoint, the *Long-Range Plan* paints the following pictures:

“*The Columbia campus* will continue the development and refinement of its present program and will remain the University's major resident campus with statewide orientation. As a comprehensive campus, it contains various professional programs such as Agriculture, Veterinary Medicine, Forestry, Home Economics, and Journalism that will not be duplicated elsewhere in the coming decade. Admission requests will increase and all qualified applicants will be accommodated. Important steps have been and will continue to be taken to protect and improve undergraduate education. Considerable development is anticipated in academic programs that encompass two or more disciplines, professions, and science categories, such as bioengineering and a school of public health. Graduate study will be improved and expanded significantly to accommodate the projected increase of graduate students and the ever widening frontiers of knowledge.

“Thus, the University of Missouri-Columbia in 1978 should be somewhat larger, should have improved baccalaureate and graduate instruction, and should have programs that are better

AREAS IN WHICH BACCALAUREATE AND GRADUATE DEGREES ARE OFFERED BY THE COLUMBIA CAMPUS

Accountancy — BS, MA, MS, PhD; Agricultural Chemistry — MS, PhD; Agricultural Economics — MS, PhD; Agricultural Engineering — MS, PhD; Agriculture — BS; American Civilization — AB, MA, PhD; Anatomy — MA, MS, PhD; Animal Husbandry — MS, PhD; Anthropology — AB, MA, PhD; Art — AB, MA; Art History and Archaeology — AB, MA, PhD; Arts and Science — AB; Atmospheric Science — MS, PhD; Biochemistry — MS, PhD; Botany — AB, MA, MST, MS, PhD; Business Administration — BS, MBA, PhD; Chemical Engineering — MS, PhD; Chemistry — AB, BS, MA, MST, PhD; Civil Engineering — MS, PhD; Classical Languages — AB, MA, MAT; Classics & Classical Archaeology — PhD; Community Development — MS; Community Health & Medical Practice — MSPH; Dairy Husbandry — MS, PhD; Economics — AB, MA, MST, PhD; Education — BS, MEd, MA, EdD, PhD; Electrical Engineering — MS, PhD; Engineering — BS; English — AB, MA, PhD; Entomology — MS, PhD; Extension Education — MS; Field Crops — MS, PhD; Forestry — BS, MS, PhD; French & French Civilization — AB; Genetics — MS, PhD; Geography — AB, MA; Geology — AB, BS, MA, MST, PhD; Germanic & Slavic Languages — AB, MA; History — AB, MA, PhD; Home Economics — AB, BS, MA, MS, PhD; Horticulture — MS, PhD; Industrial Engineering — MS; Inhalation Therapy — BS; Journalism — BJ, MA, PhD; Latin American Studies — AB; Law — JD; Library Science — AB, MS; Linguistics — AB, MA; Mathematics — AB, MA, MS, MST, PhD; Mechanical & Aerospace Engineering — MS, PhD; Medical Science — BMS; Medicine — MD; Microbiology — AB, MS, MA, PhD; Music — AB, BM, MA, MMus; Nuclear Engineering — MS, PhD; Nursing — BS, MS; Nutrition — PhD; Occupational Therapy — BS; Philosophy — AB, MA, PhD; Physical Therapy — BS; Physics & Astronomy — AB, BS, MS, MST, PhD; Physiology — MA, PhD; Political Science — AB, MS, MA, PhD; Poultry Husbandry — MS, PhD; Pre-Medical Sciences — AB; Psychology — AB, MS, MA, PhD; Public Administration — BS, MS; Public Health — MSPH; Radiologic Technology — BS; Recreation & Park Administration — BS, MS; Regional & Community Affairs — MS; Romance Languages — MA, MAT, PhD; Russian — AB; Sanitary Science — MS; Science — BS; Social Work — AB, MSSW; Sociology — AB, MA, PhD; Soils — MS, PhD; South Asian Civilizations — AB; Soviet Studies — AB; Spanish — AB; Speech — AB, MA, PhD; Statistics — AB, MA, PhD; Veterinary Medicine — DVM; Veterinary Medicine & Surgery — MS; Veterinary Pathology — MS; Zoology — AB, MA, MST, PhD; KANSAS CITY CAMPUS

American Culture — BA; Art — BA, MA; Art History — BA; Biology — BS, BA, MS, MA; Business Administration — BBA, MBA; Chemistry — BS, BA, MS, MA, PhD; Dentistry (Anatomy, Biochemistry, Microbiology, Pedodontics, Periodontics, Prosthodontics, Oral Pathology, Oral Surgery) — BS, DDS, MS; Dental Hygiene — BS; Economics — BA, MA; Education — BA, MA, EdS, PhD; English Language and Literature — BA, MA; Foreign Languages and Literature — BA; General Education (Social Sciences) — PhD; General Engineering — BS; Geology and Geography — BS, BA; Health and Physical Education — BS, BA; History — BA, MA; Law — JD, LL.M.; Mathematics — BS, BA, MS, MA, PhD; Medical Technology — BS; Music — BM, BA, BMed, MA, MM, MMus Ed, DMA; Pharmacy — BS, MS, PhD; Philosophy and Religion — BA; Physics — BS, BA, MS; Political Science — BA, MS, MA; Psychology — BA, MA; Public Address — MA; Public Administration — MPA; Romance Languages — MA; Social Psychology — MA; Sociology — BA, MA; Speech and Theatre — BA, MA; ROLLA CAMPUS

Aerospace Engineering — BS, MS; Applied Mathematics — BS, MS; Ceramic Engineering — BS, MS, PhD; Chemical Engineering — BS, MS, PhD; Chemistry — BS, MS, PhD; Civil Engineering — BS, MS, PhD; Computer Science — BS, MS; Economics — BA; Electrical Engineering — BS, MS, PhD; Energy Conversion — MS; Engineering Administration — MS; Engineering Management — BS; Engineering Mechanics — BS, MS; Engineering Physics — PhD; English — BA; Geological Engineering — BS, MS, PhD; Geology — BS, MS, PhD; Geophysical Engineering — MS, PhD; Geophysics — BS, MS, PhD; History — BA; Mathematics — MST, PhD; Mechanical Engineering — BS, MS, PhD; Metallurgical Engineering — BS, MS, PhD; Mining Engineering — BS, MS, PhD; Nuclear Engineering — BS, MS, PhD; Petroleum Engineering — BS, MS, PhD; Physical Science — MST; Physics — BS, MS, PhD; Propulsion and Space Engineering — MS; Psychology — BA; ST. LOUIS CAMPUS

Administration of Justice — BS; Biology — BA; Business Administration — BS, MBA; Chemistry — BA, BS; Economics — BA, MA; Education — BEd, MEd; English — BA; French — BA; German — BA; History — BA, MA; Mathematics — BA; Music — BA; Philosophy — BA; Physics — BA, BS; Political Science — BA, MA; Psychology — BA; Sociology — BA, MA; Spanish — BA.

integrated and that are strong in continuing education, graduate study, and research."

*"The future development of the Kansas City campus will follow the existing pattern of a close relationship with, and a dependence upon, the College of Arts and Sciences by the professional programs. A major thrust in the area of the health sciences will require continued cooperation between the Schools of Dentistry and Pharmacy and the related science departments of the College. The use of the Kansas City urban environment as a training and research testing laboratory for the social science departments of the College and the related activities of the Schools of Administration, Education, and Law will benefit both the educational programs of the University and the metropolitan area. The strength of the programs of the Conservatory of Music and the theatre and radio activities of the speech and theatre department of the College are major cultural assets of the community and provide a locus of strength for quality developments in the area of the fine arts.*

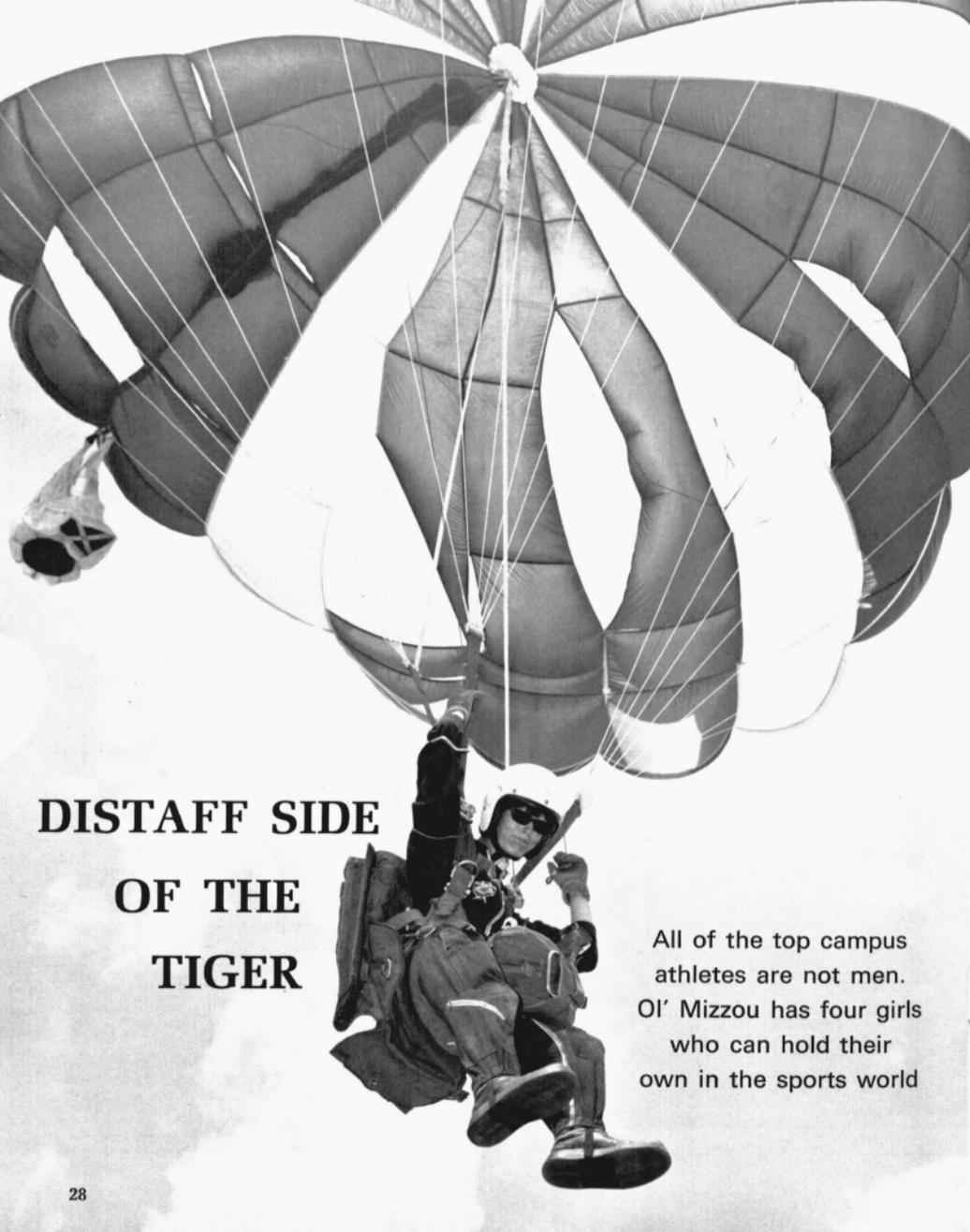
Although the University of Missouri-Kansas City should in time become a well-rounded complex of considerable size and reputation, it will pass through several intermediate stages, which will be of vital importance to the urban population it will serve. As an urban institution, its academic programs must first relate to the intermediate educational needs of the commuter students . . . Eventually, the campus will face the introduction of entirely new areas or schools. Although the University will not locate a school of engineering on the Kansas City campus during the next 10 years, basic engineering courses will be offered by faculty of the School of Engineering at Columbia. The substantial emphasis placed on health education through the School of Dentistry and the School of Pharmacy will be expanded. (A School of Medicine is anticipated) . . . The Kansas City community has always looked favorably upon the broad area of the performing arts and will lend considerable attendance support to well presented programs. The University of Missouri-Kansas City, therefore, could make a major contribution to the cultural life of the area by developing an outstanding program in the performing arts."

*"Considering that the University of Missouri-*

*Rolla (beginning with the School of Mines and Metallurgy) has a long established reputation for producing well-trained, professionally-oriented engineers and scientists at all degree levels, it would seem undesirable to endanger this accomplishment by any shift in the central focus of instruction. The Rolla campus will strive to continue its place among the strong, specialized basic physical science and engineering schools of the nation through concentration on improving and expanding the baccalaureate, master's, and doctoral programs in engineering and the physical sciences; developing a more comprehensive research program; and providing a wider service resource for student training."*

*"The University of Missouri-St. Louis provides an opportunity to guide the development of an outstanding institution of higher education that is focused on the academic needs of a very large urban population. Unfettered by past mistakes, there is present the possibility of accommodating the urgent admission demand, together with a high-quality educational program, and the rate of growth will be determined primarily by the availability of resources. Careful planning and a rigid adherence to quality programs are being pursued, so that the campus may exploit fully the exceptional opportunities that exist in the metropolitan area and also may avoid the pitfalls that surround necessary developmental speed.*

*"The University of Missouri feels it should not place any arbitrary restrictions on the ultimate size and composition of the St. Louis campus at this time. Development will be orderly, will accommodate the most urgent needs first, and will offer a complex of high quality academic programs at a rate that is consonant with available funding resources. Basic arts and sciences and fine arts will be developed on a program costing basis as resources can be advanced. The fields of allied health sciences, business administration, education, and urban studies will be developed in response to the needs of the community. Schools of dentistry, law, pharmacy, or medicine are not a part of the plans for the next 10 years. During the next decade, the campus should develop to a degree which will provide a clearer and more specific blueprint of its ultimate structure." □*



**DISTAFF SIDE  
OF THE  
TIGER**

All of the top campus athletes are not men. Ol' Mizzou has four girls who can hold their own in the sports world



**T**iger athletes come in various shapes — tall and short, stout or slender and would you believe curvacious? At least four of them are.

At ease under water as well as on top is a member of the scuba club, sophomore Shirley Mayberry. Majoring in Home Economics interior design, Shirley became interested in scuba diving when she worked in her hometown of St. Louis.

Although Shirley had about \$220 worth of equipment and considerable diving experience, she signed up for the scuba course when she arrived on the Columbia campus. For one hour of physical education credit, Shirley studied the physics and the physiology of diving, the mechanics of equipment, and similar topics.

The scuba club has about 50 members. Shirley, who is secretary, has a few other girls on the rolls, but she is the only active female. The club meets once a month to schedule their week-end dives to area and private lakes.

"The high point of the club's activities," Shirley says, "is the spring dive."

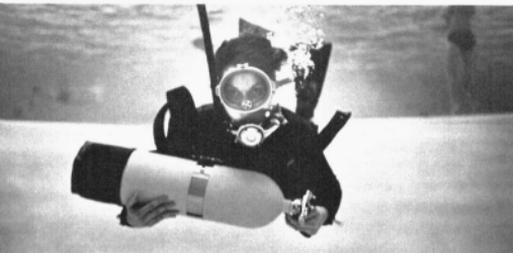
She explained the club earned money from projects like candy sales and carwashes in order to have a dive during spring break. Last year the club went to California.

Is Shirley treated like a girl, or just "one of the guys?"

"I carry my own equipment and keep up with the rest," she emphasizes. "Besides, there is always someone ahead or behind me."

Jan Raitel, a junior honor student, has been shooting a .22 caliber rifle with her dad since she was 10, "just for fun." During her freshman year at Missouri, she won a place as the only feminine member of the Columbia campus rifle team on the eight-man traveling squad by beating more than 100 other prospective members, including five other women.

Jan is currently on the Rutgers' University Junior-Year-Abroad program in Paris, but the



Scuba diver Shirley Mayberry is the club secretary.

ROTC advisor to the rifle team said she will "most definitely return to the squad next year."

She practiced about six hours per week last season in preparation for the out-of-town matches against other Big Eight teams. Jan proved her worth by taking medals in a Kansas State match, where she ranked third in competition with 50 men.

Apparently, Jan has mastered the art of looking feminine while firing the 17-pound match rifle. "Lots of people I meet at matches wonder what a girl is doing with a rifle in her hands," she remembers. "But I certainly didn't feel I was losing my femininity. Our coach and the guys on the team treat me so well that I almost feel like more of a girl."

The only girl on the varsity swimming team is treated "just like one of the guys," however. Sue Tomasovic, a senior in speech, has worked out with the all-male swimming team since she has been a freshman at the University. Although she is regarded as a team member, as a girl she is ineligible to compete in Big Eight meets.

She officiates as a timer, stroke judge or in other capacities at all home swimming meets, travels often to out-of-town meets with the 16 swimmers and four divers on the team and, during her freshman year, she swam in exhibition at home meets. Sue works out with the team from 3:30 to 5 everyday.

"The coach thought I might give the boys some added incentive during practice," she says.

As the daughter of a career Air Force officer, Sue has lived in many places and participated in her first swim meet in Japan. She also is a



Sue Tomasovic swims with the men's varsity team.



Jan Raithel uses a .22 for relaxation.



Parachuter Judy Day.

state record holder in 50-100-and 200-meter breast stroke and freestyle in Texas, Louisiana, and New York.

But she considers Missouri her home, since she was born in St. Louis, and for this reason she chose the University at Columbia. The new \$750,000 indoor-outdoor pool also influenced this decision, as well as the hope of starting a girls' swim team. Sue soon discovered that the only women's competition was in intramural matches, and she easily took every record on this level.

Both in 1964 and '68 she met the qualifying time to try out for the Olympics. This summer she swam with a Philadelphia team that has produced several Olympic team members. In preparation for the August tryouts she swam five hours daily at six in the morning and seven at night. Although she was a few seconds off the cutoff point for the United States team, she loved the national competition and met many of the nation's top swimmers. This year, Sue hopes to go to the women's collegiate meet. She eventually hopes to be a swimming coach.

Another University coed enjoys competing on the national level, this one in the air. A junior transfer student from the St. Louis campus, Judy Day is a member of the "Chuting Tigers," the parachute club. Each weekend Judy goes with the club to the privately-owned jump center facilities at nearby Fulton.

She made her first jump under the auspices of the oldest jump club in the country in St. Louis.

Judy first took up the sport because it sounded fun, and she now loves the challenge of jumping.

"There is no limit to the sport and it can never be completely mastered," she believes. "And the fatality rate involved is lower than in football."

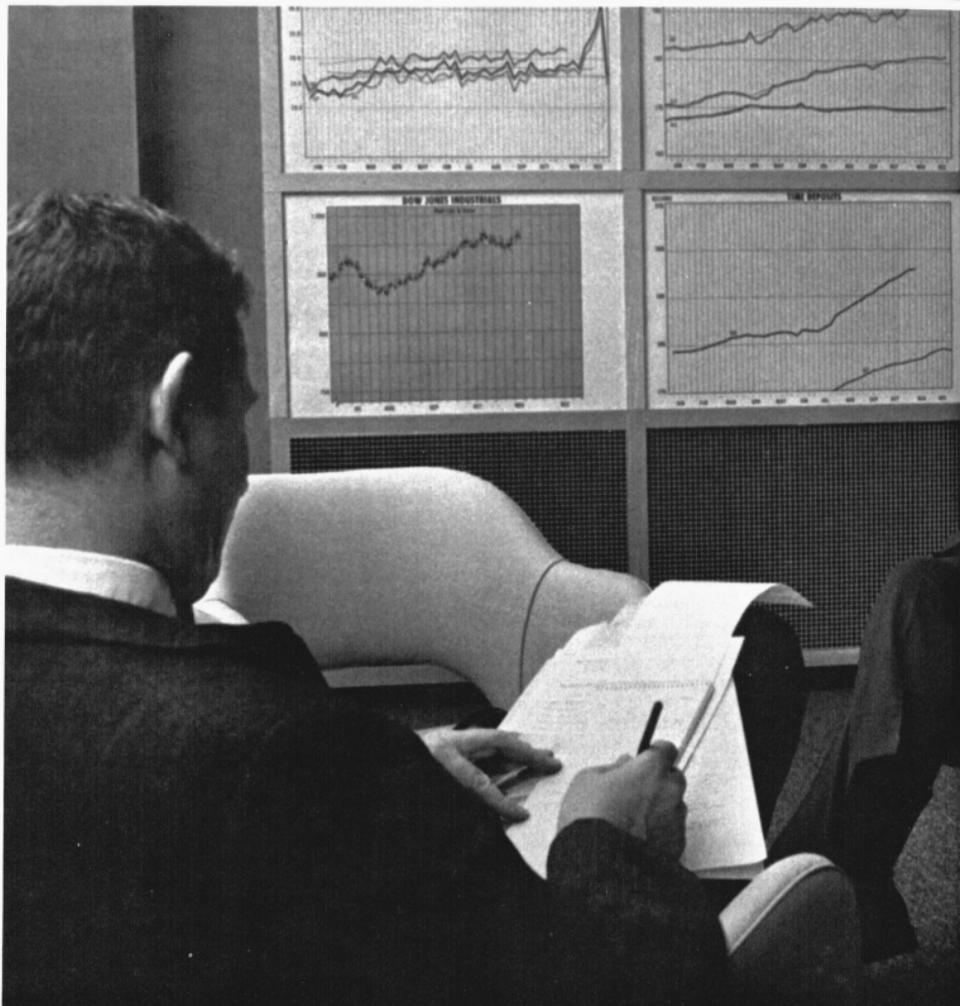
She admits she was a bit afraid the "first 50 or 60 jumps." But now with about 490 jumps to her credit (an above average total for women), she says it is "more routine." The first few seconds in the air give her a falling sensation, but after this point it is the "same speed all the way down."

Judy went to the 1968 nationals in Arizona and is now looking forward to the '69 national competition. She first attended the eliminations of the central conference which include Illinois, Iowa, Kansas, Nebraska, and Missouri. The winners of the national competition are selected for the U. S. Parachute Team. Judy would like to be a member of the team, but realizes she must work harder than she has time for now.

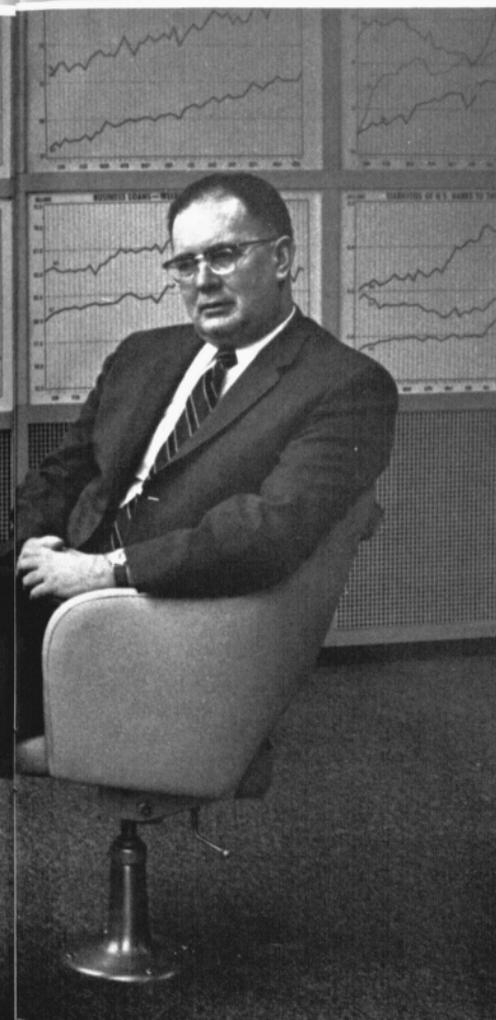
"A jumper is judged," explains Judy, "on style and accuracy. Style is rated on the basis of the figure eight's and backloops completed in the free fall event. These series of maneuvers are also rated on speed and cleanliness of style. Accuracy includes landing on the target."

Judy frankly admits a girl jumper is "definitely unusual" and said men are often not receptive to the idea of a girl jumper. The slight brunette also finds the bulky equipment too much for her to handle and usually has to ask help of stronger males. However, several girl beginners have joined the club, so bit by bit she looks for a gradual acceptance of the female jumper. □

# MISSOURI'S GIFT TO THE HOUSE OF MORGAN



By TUCKERMAN STADLER



"Faculty brats" must be a university's most ardent boosters. But in the early, or pre-Faurot, '30s a Columbia kid could scarcely boast that his old man had America's finest football players in class. So some took special pride in the reported remark of an Eastern braintruster that only 19 men in the country "know the value of money," and that one of these was Missouri's Harry Gunnison Brown. A self-described faculty brat of that period was Guy E. (Jack) Noyes, whose name would probably be on many a financial expert's list today of the men who know the most about 1969 money problems.

Noyes, whose father was Dean Guy L. Noyes of the MU School of Medicine, is now the economist and senior vice president of one of the country's big banks, Morgan Guaranty Trust company of New York. Modest and professorial in appearance, he would scoff at the respectful things that are said about him in Wall Street and Washington these days. But he left the top economist job in the Federal Reserve System in 1965 to go to Morgan Guaranty (at doubled pay, reported the *N. Y. Times*), and some on-lookers think the unlikely offers of only two jobs could pull him back to Washington from New York: Treasury Secretary or Chairman of the Federal Reserve. Though he may not be offered either (this is written in the appointment-sensitive late November period), his stature in the financial world entitles him to consideration, especially at Federal Reserve, long chaired by a onetime boy wonder from St. Louis, William McC. Martin. Martin and outgoing Treasury chief Henry Fowler are both close friends of Noyes since years ago. Noyes' bankerish restraint is such that it's hard to get him to confirm, even when you remind him that *you* are from Missouri too, that he's "had the ear" of the last several Presidents of the United States. You have to quiz his colleagues and disinterested reporters and finally you establish that when Eisenhower and Kennedy were President, it was often Noyes who had to answer tough questions at the White House on fiscal and budgetary matters. He frequently found himself seated beside or behind

Martin, in a conference of 12 to 40 financial experts, cabinet officials and Presidential aides. Often he was designated to sit-in for the chairman, as Martin's alternate spokesman for the Federal Reserve.

A point Noyes makes about President Kennedy is that although JFK was brilliant, he had not been a brilliant student in youth. The same shoe might be tried on the Noyes foot.

MU student-day contemporaries remember that he was expectably good in economics, but not quite at the top of his other classes. He tells you he was not Phi Beta Kappa and seems a bit proud of it. He was a busy undergraduate with ROTC (cadet major in the horse artillery), president of the annual horse show, active in Phi Gamma Delta fraternity affairs; yet he did well enough in his studies to win a scholarship for graduate work at Yale on the high recommendations of Professors Brown, Karl Bopp and Elmer Wood. Bopp is now president of the Philadelphia Federal Reserve. The equivalent post in Kansas City is held by classmate and fellow Phi Gam, George Clay. And old MU friend, Prof. Leslie Chandler, is now Princeton's authority on the Federal Reserve and its many complexities. Another fraternity brother, non-Phi Beta, and fellow horseman was Frederick C. Robbins, later a Nobel prize winner in medicine and now dean of medicine at Case-Western Reserve University in Cleveland. His father was W. J. Robbins, dean of the Missouri graduate school until 1938. A boyhood friend of Noyes was Sam Digges, now a CBS vice president, who recalls that Dean Noyes became fatally ill while Jack was still in junior high.

Noyes built crystal radios and model planes with skill Digges recalls as almost spectacular. Noyes says it was about average. In his Washington years, it was not rare to see this do-it-yourself talent applied to building a large patio, welding fences or rebuilding, upholstering in red and painting white an old Crosley car that turned a few heads as the Noyes family drove along the Capital's broad boulevards. This was while Noyes was rising in the Federal Reserve System and bringing up his two children with his wife, former airline stewardess Patricia Hartnett.

They had met in New York, shortly before the Second World War, while Noyes was teaching

at Yale. Later, they bumped into each other amazingly often. First, it was a party in Washington. Then they found themselves on the same Britain-bound convoy after Jack was assigned by the Army to "reverse lend-lease" duty in London and Miss Hartnett, an attractive brunette, joined the Red Cross. They were married in London in 1943. Two years after their marriage, Mrs. Noyes went to Columbia and, naturally to Noyes hospital, where their son, Guy L., was born and named for his grandfather. Two more years later, their daughter, Pamela, was born in Washington.

She is now a senior at Sweet Briar College in Virginia and a winner of many ribbons with her horse, "Morgan Guaranty." An enlarged color photo, taken by her father, showing her and the horse making a jump, and another of the bearded young Guy L., are principal decorations in Noyes office at the bank. Young Guy is a graduate student in French literature at Yale, probably headed for a teaching career. Both youngsters have been superior students.

Noyes regards himself as a technician. His last position in Washington was "my idea of the most challenging and satisfying a technician like myself could want." But the New York opportunity came at about the time the children were leaving home and the chance to cross the fence between the government and the private sector was exciting. He and Mrs. Noyes decided to give up yard, garden and do-it-yourself hobbies and simply transferred their activities to the New York kind — spectator sports, art galleries and the theater — as they moved into a 12th floor apartment on East End Avenue. There, they overlook the official residence of New York mayors, Gracie Mansion, with its helicopter pad and a busy backdrop of the East River nearly always throbbing with tugboat, tanker and cargo vessel traffic. It's about a 30-minute car-pool trip to 23 Wall and Morgan Guaranty.

Sailing had been a family hobby in Washington, but that's been dropped and the Noyes' major outings are to Yale football games. Having spent six years in graduate school and teaching there, he became quite attached to his second college town and admits it might be hard to yell for either team in a Tiger-Bulldog confrontation.

He travels a lot to make speeches. It might

be to share a Texas platform with onetime Truman advisor Leon Keyserling and a debate on whether depressions are a thing of the past, or to address securities analysts in California or a management group in Atlanta. He makes five or six formal speeches a year, from carefully prepared texts, copies of which go to the press; two or three semi-formal talks a month, speaking from notes, and two or three informal talks a week. Many of these take place in the 40-by-60-foot chartroom, equipped with rear-lit diagrams and graphs, adjoining his plain, but pleasant, office in the elegant old House of Morgan building.

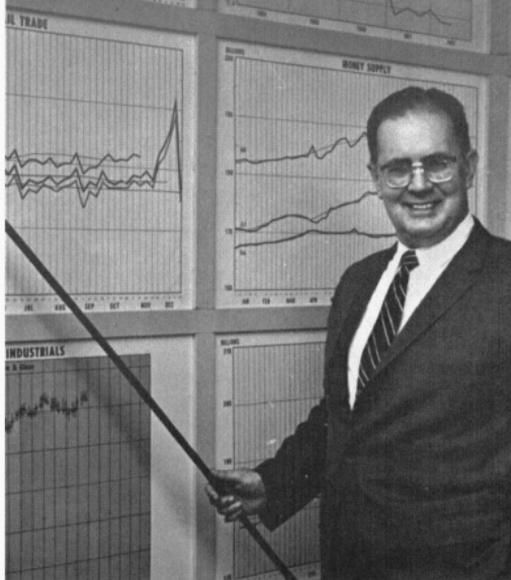
To his office there comes a steady flow of financial experts from Europe, Japan and distant American points. He also writes articles and edits Morgan Guaranty reports and publications. Recently, the London newspaper, *The Times*, published a Wall Street edition. It asked Eisenhower-Nixon advisor Gabriel Hauge, N. Y. Stock Exchange President Robert W. Haack, Noyes and six or seven comparable leaders of U. S. finance to cover the subjects. Noyes wrote on "Markets After Viet Nam." Even in his very technical prose there are frequent light touches and evidence that he's a phrase artist.

A man he'd known in Europe "many years ago" was a recent visitor in his office and asked Noyes if he'd thought any more about "the corporate ego" recently. Noyes didn't recall, until his friend reminded him, that he had offhandedly created this phrase to describe (in an oversimplified definition, he protests) a large company's tendency to try to increase its prestige at the expense of its profits. The concept had apparently gained circulation. One acquaintance has dubbed it Noyes' Law. But its originator had forgotten it, along with many other figures of speech and analogies that pop up in his language to help people understand his sometimes difficult subject matter.

Yet Mrs. Noyes, not to let her 6-foot, 200-

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*A newscaster at radio station WINS in New York City, Tuck Stadler is a Columbia native and former student of the University. Tuck was also a "faculty brat": His dad was the geneticist, L. J. Stadler. This is the second feature which Tuck has authored for the Alumnus.*



Jack Noyes makes presentation in Morgan chartroom.

pound husband (up 10 pounds from the three years in New York) grow too smug, has laughingly pointed out that "he has trouble balancing his check book"!

When Jack was growing up in Columbia, his father was taking out the tonsils of young Boone Countians, treating eyes, ears, noses and throats on the second floor of the Exchange bank building and trying, despite failing health and discouragingly small appropriations, to build up the two-year medical school. It isn't surprising that Jack started at MU, as a pre-med, but Bopp and others made money, credit and banking sound so fascinating that he had to switch to Econ. Apropos, few American universities of that preceding period had been as successful as Missouri in making the dismal science less dismal, from Thorstein Veblen with his famous weekly hosing down of a washtub full of dishes, through Herbert J. Davenport, Isidor Loeb, James Harvey Rogers, Walter W. Stewart (who also went to the Federal Reserve Board and then to the Bank of England) and Walter J. Shepard, to the men Noyes was to know in the Brown years and beyond.

Brown and Eastern professors sometimes swapped promising graduate students like professional baseball players and Noyes was one of the rookies of the year in 1935 when he was "sent" to Yale. He's in the majors now. □

## Letters to the Editor

Dear Sir:

In your November 1968 article, "Is Greek Town on Main Street?," Dr. Kuhlman, referring to Greek fraternities, makes the observation:

"The only justification for their being organized living groups on the campus is the fact that they make a contribution to their members' educations."

Do your readers think this is true? Or do we still have a right of free association in this country? Could blue-eyed blondes in favor of longer automobiles form an association, or would the doctor forbid it? Silly? Well, let's hope the doctor, the new thinkers, and Big Brother never succeed in abolishing such a fundamental individual right, even if they feel such a right is not "socially wise." There is a much broader principle involved than just Greek organizations. Incidentally, subscribe to the publications he recommends, and I expect we'll all be members of the hive eventually.

Springfield Baldwin LLB '41  
St. Louis, Mo.

Dear Sir:

This is merely a note to comment on the November edition of the *Missouri Alumnus*. I think it is probably the best single edition of the *Alumnus* I have read to date. I thought all of the articles were not only interesting but thought provoking as well.

In fact, I am sending it to my daughter who is a freshman at the University of Tulsa this year with the suggestion that she read the

entire magazine — with particular emphasis on the articles concerning the fraternity-sorority system and the black athlete at Missouri. These in particular were objective and certainly relevant to today's college life.

W. M. Symon, Jr. LLB '49  
Kansas City, Mo.

## US Election Night Views From Graduates Abroad

Most of us faced the day after elections with eyes bleary from a night of TV. Americans abroad at midnight in Europe were seeing results that were announced at five o'clock in Columbia. The description of election night in Brussels, Belgium, is told by former assistant editor Barbara Johnson and her husband. They are University graduate students in journalism who are reporting economic and political news in Brussels this fall as part of their work toward master's degrees.

"We spent a leisurely evening, and it seemed more like New Year's Eve—eating late, napping, conserving energy for the long night. At 10:30 p.m. we left suburban Rhode St. Genese for the Brussels Hilton. The American Club of Brussels, American Women's Club and the two political parties were sponsoring an all night party—drinks, dancing, results via Telstar, even a movie.

"Close to 1000 people had come to share the evening. The surprising thing was that there was a large percentage of Europeans. In talking to them we found many who came with American friends for the 'party of the year,' a large number of journalists, some who worked for American companies and then those

that I think were just curious.

"With red, white and blue banners, streamers, balloons and the Stars and Stripes, there was no confusing this with anything but an American party. Vendors sold pop-sicles, popcorn and potato chips during the film. The band played 'When the Saints Go Marching In' and people sang and shouted just as they do back home."

## New Afro-American Lit Course Will Be Offered

A course in Afro-American literature will be offered for the first time on the Columbia campus, beginning next month.

Fiction, poetry, essays and autobiographies will be included in the course. Among the works to be studied are W. E. B. DuBois' *Souls of Black Folk*, Richard Wright's *Native Son*, Ralph Ellison's *Invisible Man*, James Baldwin's *Going to Meet the Man*, Ethel Waters' *His Eye Is on the Sparrow*, and *The Autobiography of Malcolm X*, plus selections from an anthology, *Black Voices*.

## New Dean of Engineering Evaluates Program Here

The College of Engineering has a new dean this year, and Art Hoffman of the student engineering magazine, the *Missouri Shamrock*, set out to discover more about Dr. William R. Kimel. Part of the interview follows:

Shamrock: What attributes or facilities do you think this school has that make it superior to other engineering schools?

Kimel: There are several areas where I think we have particular strengths in all of our departments and there certainly are areas for further exciting strengths that are

being developed now.

One of these is bioengineering. This is an area that is being developed through the cooperation of the College of Engineering, the School of Medicine, and the Missouri Regional Medical Program. The fact that we have excellent and extensive medical facilities at the University in such close geographical proximity to our engineering facilities is just a real help.

There are other areas in which we are cooperating with the School of Medicine and the Missouri Regional Medical Program (MRMP). We are working cooperatively with our medical colleagues on a project, Data Evaluation and Computer Simulation Research, which is aimed at early detection of heart disease and cancer. Two other areas that quickly come to mind are the Operations Research and Systems Design Project and the Automated Patient History Acquisition System, both in cooperation with the MRMP and aimed at more efficient use of health care facilities.

This cooperation between different schools on campus is vastly important for enriching teaching and research programs. From any point of view we have just scratched the surface here and our opportunities may exceed that of any other University.

Shamrock: What changes have been made in the College of Engineering that students may not have heard about yet?

Kimel: Something that will affect new students is that our faculty has committed itself to reducing the total required credit hours for a BS degree in engineering from 136 to 126. This change is planned to go into effect next fall. We believe that more effective teaching will result from repackaging subject matter in our

curricula. So we are essentially repackaging subject materials into a smaller number of total required credit hours.

Shamrock: What other changes do you want or foresee for the College?

Kimel: This is my first year as dean here. The year has just started. So I dislike to advocate or talk about much change until I know my job better. But we do need more funds in some areas.

Shamrock: Could you pinpoint these areas for us?

Kimel: We need more money for discretionary funds. We also need a new engineering building. This is an old building. It wasn't designed for the number of students, the number of faculty, the amount of equipment, or the types of modern engineering programs that we now have.

## Group Protests Grades

Student activists are quietly protesting the present system of University grading, according to the student newspaper, the *Maneater*. A group known as STEP (Student Team for Educational Progress) is trying to create student interest in the pass-fail system. Part of their campaign includes posting of "P-F STEP" signs around campus.

Under this plan, students would take one-third of their course hours each semester on a pass-fail basis. Upperclassmen would be limited to courses outside their major fields.

The student, however, would also choose during registration whether he wanted the pass-fail system over regular A-B-C-D-F grading.

The main reason for the pass-fail system, its advocates say, is to allow students to take courses of interest to them, without the pressure of grades.

# Commentary 2

## Graduate Prompts \$500,000 Law Gift

A \$500,000 gift to the School of Law has resulted from the suggestion of Phil S. Gibson, LLB '14 and retired chief justice of the California Supreme Court.

The Dorothy H. and Lewis Rosenstiel Foundation of New York has given that amount to the Law School to establish the Dorothy H. and Lewis Rosenstiel Fund.

Rosenstiel, president of the Foundation, which he and his late wife founded nearly 25 years ago, wrote Dean Joe E. Covington:

"This gift to the University of Missouri was suggested by Justice Phil S. Gibson and comes to you in special memory of Dorothy H. Rosenstiel. It is a token of the appreciation and gratitude of the Rosenstiel family for the wonderful work you are doing."

Explaining the background of the gift, Dean Covington said Justice Gibson and the Rosenstiels were neighbors and friends in California, and after Gibson retired from the Supreme Court bench in 1964, he was named board chairman of the Rosenstiel Foundation. In anticipation of the Foundation's 25th anniversary in 1969, Rosenstiel desired that 90 per cent of the Foundation's assets of 60 million dollars "be distributed to the worthwhile choices that can do the most good in varied fields."

Rosenstiel informed Gibson that he could allocate one-half million dollars to any cause of his choice. The retired justice, long a loyal alumnus of the University which conferred an honorary Doctor of Laws degree upon him in 1955, wanted

the money to go to his Alma Mater.

The \$30,000 annual interest income from the gift is to be used to establish chairs of law on the law faculty. Each appointee to a chair will receive a supplement, provided by the fund, to his regular University salary.

## Male Faculty Participate In Heart Disease Program

A program designed to help prevent coronary heart disease has been started on the Columbia campus by the Medical Center and the U.S. Public Health Service.

Some 1000 male members of the faculty have been invited to take part in the medical screening service that, hopefully, will determine the risk of coronary heart disease and will enable "high risks" to take appropriate measures.

Dr. Roger Christenfeld, clinical instructor at the Medical Center and an epidemiologist in the Public Health Service, pointed out that it is probably easier to prevent than to cure heart disease, an ailment that normally is fatal to one-third of its victims within a few days of an attack. Examinations can determine high risks through well-known, reliable factors that show up years before the disease develops. These include, he said, high cholesterol, high blood pressure, and electrocardiogram indicating changes in the heart muscle, among other things.

Dr. Christenfeld said that the Public Health Service is interested in the professional population and in isolating specific kinds of occupation in determining the level of risk

in the professional population and is isolating specific kinds of occupational risks professors face. Some questions will be asked on the subject of environment stresses specific to professors.

The examination will include computerized electrocardiograms; automatic blood pressure recordings on tape; automatic spirometry (measure of vital capacity); automatic measure of cholesterol and other serological factors such as blood sugar, and the old-fashioned height and weight measurements. Participants will receive printed reports giving a detailed health profile, with particular reference to heart disease risk, whether normal or abnormal.

## Form 4-Campus Council

President John C. Weaver and the presidents of student governments of the four campuses of the University of Missouri have organized an Inter-campus Student Council.

"Even though as president I am not directly involved in student affairs on any campus, I am vitally interested in being sure that the student voice is heard in the consideration of policies related to all campuses of the University," President Weaver said. "I feel that no president can serve an educational institution effectively if he lives in a vacuum detached from personal contact with students."

The group agreed that it would discuss only matters of University-wide significance. President Weaver emphasized that all campus matters involving students must be taken up with the Chancellor of the individual campus.

The ISC will be comprised of the student president from each campus and another student he will select. President Weaver and A. C. Unkles-

bay, University vice president for administration, will be members of the ISC. In addition, the University Board of Curators will be asked to have a representative at each meeting. Occasionally a student president may bring one additional student when that student has some special information that will be helpful in the group's discussion of a particular subject.

Meetings are held every month, with at least one meeting every year on each of the four campuses. The agenda will be made up of items suggested by any of the members.

## 1969 Economy Forecast

A gross national product (GNP) of \$912 billion for the United States in 1969 is forecast by Dr. Robert W. Paterson, B&PA economist.

Dr. Paterson's annual forecast is presented in an article, "The U.S. Economy in 1969," in the current *Business and Government Review*. The magazine is issued by the Business and Public Administration Research Center, of which Dr. Paterson is director.

Dr. Paterson, in his review of the 1969 economic outlook, stresses that the forecasts for the coming year "hinge on some important assumptions." These assumptions, he writes, are:

- The conflict in Viet Nam will continue well into 1969. It is estimated that war related expenditures in Viet Nam are currently run at about \$30 billion per annum. The assumption is that this figure will decline to a level of about \$25 billion in 1969. Furthermore, it is assumed that a massive effort will be made to transfer a sizable share of the burden of the war to South Viet Nam.

- The level of "Great Society"

programs will remain at last-half 1968 levels throughout 1969. Thus, in 1969 there will be a decline, the first such setback in the 1960's, in the support of the federal government for social projects.

- Automobile manufacturers' unit sales will be about the same or slightly lower than in 1968.

- The probable expiration of the surtax on June 30, 1969 will not have much effect in terms of expanding the level of demand during the year.

- An upsurge of residential construction will provide a source for investment expansion that would otherwise be weak.

"If the assumptions prove accurate," Dr. Paterson writes, "the economy in 1969 will continue its upward surge of the past few years but the rate of increase will be slowed."

In the January-February 1968, issue of the *Review* Dr. Paterson predicted the 1968 GNP would be \$850 billion. That's only \$4 billion under the preliminary figure for the 1968 actual gross national product.

## Music Department Cited

The Department of Music has been commended for both improved quality of instruction and growth by the National Association of Schools of Music.

The summary of the examination report includes this statement, "It is noticed that new as well as established faculty members demonstrate both dedication and seriousness of purpose . . ." The report went on to cite the excellence of the major performing groups of the music department. The examination is conducted every 10 years by the NASM as a means of rating various music schools throughout the nation.

## MISSOURI ALUMNUS

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

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

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