

MISSOURI ALUMNUS

JANUARY-FEBRUARY 1971

B & PA SECTION

B & PA Graduates Still in Demand

Although the job market throughout the country is looking dim, the placement office in the School of Business and Public Administration believes Columbia campus graduates are still in demand.

"There are strong demands for our students by major corporations throughout the country," Placement Director Dr. Ray Lansford says: "In fact, last year we received only one interview cancellation."

One major firm, Lansford adds, dropped interviews in some 28 schools. The Columbia campus, however, was one of five schools that firm chose to visit. The director was also pleased that none of the students who were placed through his office lost jobs following employee cutbacks.

One out of every two June graduates, Lansford relates, got the job they sought, while one out of every six of the January graduates are expected to get the job they want.

Lansford says statistics for the 1969-70 year show more than 4000 interviews were made by some 345 firms. The majority of these students had from one to five job offers.

"The placement of former graduates, however, decreased by more than 50 per cent," noted Lansford. He attributes this to the tightening labor market, observing that

most graduates seem to be staying with their present employment. The files of these persons, as well as those entering the military service after college, will remain in the office to further assist graduates.

Accountancy and finance seem to offer the most opportunity for employment at the present time, Lansford says. Current office records show more interviews have been taken by accountancy and finance majors, with marketing running a close third.

"Without exception," Lansford adds, "employers are not making a distinction as to sex in both salary and job offers."

Salaries have been consistently rising since 1966-67 when an undergraduate was offered starting pay of \$622.60 per month. During 1969-70 graduating bachelor degree students were offered an average salary of \$737.68.

The placement of graduate master and doctoral students has become more difficult than it has been in the last 25 years.

In an attempt to ease some of the placement problems from the student's side, Lansford has instituted a program series on career opportunities. The series will provide some aid to students in their career selections. Although it has been in the planning stages for the last five years, it became a reality with the first program presented in late

November. Some 75 persons attended a dinner, followed by a program on the life insurance industry.

"Nine out of every ten students," says Lansford, "have not been exposed to the thinking of broad concept of divisions." The series is an attempt to explain the total field from a viewpoint of someone outside the academic world. The series will continue throughout the year with lectures in the various business fields.



Kalleberg Heads Political Science

The new chairman of the department of political science, Dr. Arthur L. Kalleberg, has been a member of the Columbia campus faculty for nine years. He assumed his duties this fall.

Prior to his appointment with the University in 1961, Kalleberg was an instructor at Mt. Holyoke College and an instructor and teaching

assistant at the University of Minnesota.

His BA, MA and PhD were awarded from the University of Minnesota. He is a native of Minneapolis.

Among his honors and special activities is an elected membership in the American Society for Political and Legal Philosophy. Other honors include a Greater University Graduate Fellowship from the University of Minnesota, and membership in the American Council of Learned Societies Fellowship and the Center for Advance Studies in the Liberal Arts at Wesleyan University.

His primary publications have been "The Logic of Comparison," World Politics, October 1966, and "Concept Formation in Normative and Empirical Studies: Toward Reconciliation in Political Theory," American Political Science Review, March 1969.

Kalleberg currently is engaged in research for a book and a short paperback.

He succeeds Dr. Lloyd M. Wells as Chairman.

Student Council Aids Communication

By Scott Norman III

For those of us Business and Public Administration student council members who stayed in Columbia for the summer, our work began during preregistration for incoming freshmen. The council volunteered to aid in the advising of all pre-B & PA students. In all, we advised nearly 300 to 400 students.

The council this year is placing its emphasis on student, faculty and administration communications and attempting to promote a closer working relationship among these groups. We began the school year by working with Dean Pinkney C. Walker in setting up a monthly luncheon and discussion session with the council and members of the faculty and administration. To date, two of these luncheons have taken place with very satisfactory results in the form of new ideas being generated and discussed by students and faculty together.

Officers of the 1970-71 B & PA student council are: Scott Norman, president, Columbia; Steve Bush, vice president, Camdenton, Mo.; Sue Cejka, secretary, Kirkwood, Mo.; and Frank Neal, treasurer, Branson, Mo. Other members include Dave Croessman, Jefferson City, Mo.; Glenda Johnson, Branson, Mo.; Garry Magruder, Columbia; Wayne Smith, Pacific, Mo.; Bill Orendorff, Columbia; Greg Gawlik, Chesterfield, Mo.; and Bob Palmer, Indianapolis, Ind.

Four of our members served on the first

student-faculty committee in the school's history. This ad hoc committee dealt with the problems of advising in our school. Recommendations of this committee have been turned over to Dean Walker for his consideration and action. Among those recommendations is one for the establishment of a standing student-faculty committee on student affairs. It is our hope that this committee will be appointed and begin functioning immediately.

Many of our new ideas have come from the newly established Missouri Students Association divisional cabinet which is composed of the presidents of each of the 16 divisions of the Columbia campus and their representatives (determined by the size of the school). This cabinet is basically a forum where each council gives advice and is advised on areas of student concern.

Some of our other projects to date include some constitutional revisions to be considered by the student body, a booklet on courses available in Business School as electives for B & PA students, reevaluation of the B & PA curriculum with recommendations to go to the faculty policy committee, a student-faculty football game (yet to be played), a book pool each semester, and a series of coffees to be held with students, faculty and administration in attendance. The council arranged for 20 students to help during the December preregistration of freshmen and sophomores.

We have begun work on other important projects for Business Week, ways to spend our student

activities money, and a spring convocation for the School of Business and Public Administration. In its second year, the convocation is a graduation exercise for Business School seniors giving the school a graduation exercise and reception that will put the students, parents and faculty on a more personal basis. Last year there was a great deal of interest shown students and faculty alike in the convocation and we will attempt to improve and continue it in the same spirit.

The council welcomes comments and suggestions from alumni on any of its projects or ideas for worthwhile projects. These letters may be addressed to Scott Norman, B & PA Student Council, 105 B & PA Building, Columbia, Missouri 65201.

MBA Degrees for Air Force Officers

Other than being held on an Air Force Base the November graduation of 67 men was like most exercises of that kind with the singing of "Old Missouri" at the conclusion of the program.

To these graduates, all Air Force officers, the earning of their Master of Business Administration degree represented completion of study begun in 1967.

The officers, serving as launch control officers for the Minuteman missile system, are assigned to the 351st Strategic Missile Wing of the Strategic Air Command at Whiteman Air Force Base, Knob Noster, Mo.

The MBA degree is offered through the Minuteman Education Program conducted by the Graduate School and the

School of Business and Public Administration of the Columbia campus. The University cooperates with the Air Force Institute of Technology, Air University, and the Strategic Air Command of the Air Force in administering the program. Funding is provided through the Air Force.

Requirements for admission and performance in the MBA program are the same as the Columbia campus. Classes are held, according to Dr. Francis Stubbs, professor of finance and director of the MBA programs, "in the old combat crew ready building which has excellent facilities."

Classes are taught by resident faculty headed by Director Dr. Norman D. French and assisted by Dr. Anthony Stampolis, Dr. Earl F. Lundgren, Dr. John W. Johnston and Harvey W. Greene.

Stubbs explained that there are "five other Minutemen education programs in the country." These programs operate in conjunction with the Universities of North Dakota, Montana, Wyoming, and South Dakota State.

Included in the commencement activities was an address by Gen. Bruce K. Holloway, commander-in-chief of the Strategic Air Command. Also speaking were Maj. Gen. Ernest A. Pinson, AFIT commandant, and Dean of the School of Business and Public Administration Pinkney C. Walker.

Harry G. Brown Donates Movie

"One Way to Better Cities," a film which explores the influence of the property tax on urban problems, recently was added to the Columbia campus' Audio-Visual Services Library.

Money to purchase the film was donated by Professor Emeritus of Economics Harry Gunnison Brown and his wife, Elizabeth Read Brown. Brown, a Columbia campus faculty member from 1915 to 1951, specified that the gift be used by the School of Business and Public Administration's department of economics to purchase the 29-minute print.

Brown said he feels the film is "one which college students should have a chance to see."

The film shows the influence of the property tax on urban decay, suburban sprawl and land speculation. It explains how private industry can be provided with better incentives to help meet the renewal and development needs of the country.

Secretary of Housing and Urban Development George Romney says in the film's introduction: "One of the most powerful economic forces in our cities is the property tax. It is the principal source of municipal revenues. It is also a principal cause, in the opinion of many experts, of the financial and housing disorders in our cities."

"This film discusses the application and effect of the property tax on urban renewal and housing, and I think public discussion of this effect for the benefit of

thoughtful citizens will be very helpful in their making a contribution to creating better cities for all."

Manpower Research Grant Received

The University is one of 12 universities selected to receive U.S.

Department of Labor Manpower Research Institutional grants which could total \$262,500 per university over a four-year period. One hundred forty institutions applied for the awards.

The grant, which will be used to develop an interdisciplinary manpower program on the Columbia campus, will be located administratively in the department of economics. The University Board of Curators has accepted \$28,000 to initiate the program.

The interdisciplinary graduate program in manpower is designed to permit the development of manpower research talent in economics, psychology, and sociology. The program's purpose is to educate and train specialists in the principal disciplines as interdisciplinarians with manpower research talent.

Each student admitted to the Interdisciplinary Manpower Program meets degree requirements in his major field department---economics, sociology or psychology. The students also complete core manpower courses in the other two departments.

According to E. E. Liebhafsky, professor of economics who will direct the project during the development year, the grant will be used to partially develop manpower research experiences for

faculty members at universities in Missouri, Nebraska, Kansas, and Iowa in addition to compiling a roster of technical assistance specialists from manpower agencies and academic communities in those states.

Other goals under the grant include further development of interdisciplinary research and teaching in manpower, with the primary thrust toward adaptation of existing graduate programs in economics, sociology and psychology.

The grant also provides for internships for Manpower Fellows. The Manpower Fellowships provide nine-month stipends ranging from \$3200 for a single student to \$4300 for a married student with three dependents. Each of these Manpower Fellow's academic training will include supplementation of on-campus educational activities through work experience provided by a summer internship with a local, state or federal manpower agency or with a research study on campus.

Liebhafsky has served as a consultant to the labor department since 1961 and was a member of the advisory committee on research to the U.S. Employment Service. He is currently completing a study of the training needs of the disadvantaged for the Missouri State Employment Service.

Center Puts New Emphasis On Economics

Of the fifty states, the Joint Council on Economic Education has found that only three require a high school student to take a

course in economics before graduation, 25 do not require a high school teacher of economics to have any economics training, 38 do not require junior high school social studies teachers to have economics training, and 47 do not require an elementary school teacher to have economics training.

The National Task Force on Economic Education agrees with these statistics, reporting that one of the major areas of national neglect---the economic education of our citizenry---could be overcome by proper programming in our schools, colleges and universities.

This shortage of economic knowledge provided the justification for formation of a Center for Economic Education on the Columbia campus. The concept of a Center on the campus came to a head in 1968 when William C. O'Connor came to the University from a similar Center at the University of Minnesota. O'Connor, assistant professor of economics in the School of Business and Public Administration, says the Center's job is basically to "marshall the resources in the University itself to bear on the problem of teaching of economics."



WILLIAM C. O'CONNOR

The Center also cooperates with the Missouri Council on Economic Education and the Joint Council on Economic Education, whose jobs are to "marshall the resources of the state and national community to bear on the problem of teaching economics." The basic philosophy of these groups assumes that the voter and citizen needs an understanding of economics. Thus, they provide support to this goal in various ways.

Besides cooperating with the councils, the Center also "works across the disciplines of the University," encompassing support from the Schools of Education, Arts and Science, Graduate and the Extension division.

The approach to economic education, explains O'Connor, is devised to "bring about a greater understanding of economics by all." The Center attempts to serve the public through special institutes, seminars and workshops. In order to effect a bigger impact, however, O'Connor's primary focus is on the teachers and their instruction and curriculum development: "The teachers will be providing Missouri students with an understanding of their economy, and these students will be the future leaders of our state and nation."

The instruction of future and present teachers of economics and social studies is conducted from the Columbia campus. The Center plays a prominent role by working toward improvement of the undergraduate curriculum in order to give future teachers a solid preparation in basic

content and classroom technique.

Teachers in the school systems are aided through evening classes, special workshops and summer institutes. The objective of these activities is not to train research economists but to assist teachers in the analysis of economic institutions, current economic problems, economic policies and general economic concepts. The ultimate objective is to develop ways in which some facet of economics may be incorporated into classroom activities. Basic expenses for these and other activities come from the Council and varying grants.

In order to reach more persons presently teaching evening classes are held at five areas throughout the state. "These committees," as O'Connor refers to them, "Function in a manner similar to our Center, but cannot be designated as such until they make a greater manpower commitment." He outlines as future goals the establishment, within the next decade, of six to eight Centers in Missouri.

While the committees are developing future economics teachers, the Center does have a graduate program aimed toward developing a group of "leaders" among high school teachers who think like economists. The Academic Year Institute is a graduate program in economics leading to a master of science in teaching degree. Some 30-hour degree requirements, with most fees paid, may be completed within two semesters and a summer session. The objective of the institute is

preparation of master teachers and curriculum directors in economic education. "When they go back out after the institute," O'Connor says, "not only will they be able to work as effective instructors in the classroom, but also work in curriculum development." O'Connor explains that such leaders will be able to ascertain whether the schools are developing "good or bad economics curricula."

The Center also supervises a graduate program, under the Educational Professions Development Act, to equip persons to teach on the junior college level, preparing those students for further University study or educating those who terminate college at that point.

The Center helps in more ways than teacher guidance and leadership, however. A Curriculum Materials Lab, developed by professionals, contains some 300 pieces of major works of social science and is constantly being updated. The library contains curriculum materials developed for kindergarten through college and has been tested in 30 model school systems throughout the country.

The curriculum lab provides a "real service for research," O'Connor says: "The Center not only provides existing materials, but also develops new materials for additional uses." Coupled with the curriculum materials is an opportunity for curriculum consultation also.

Other research projects are experimental teaching programs around the state. For example, a St. Louis County school has been developing "games" for the teaching

of economics and political science in order to get students to understand a market mechanism and answer such questions as "how does the price system function to allocate resources." In other words, says O'Connor, "we get students into a viable game situation in which they can start playing as actors to see how prices are set."

The curriculum lab and the Center's services are also available to various public service groups. O'Connor says the Center is interested in helping community leaders from business, labor, agriculture, finance and education over specific problem areas: "By reaching such groups we are providing a valuable resource in the community."

The Junior Bankers of Missouri, many of whose members are active in the Missouri Council on Economic Education, are an important group served by the Center. They often provide speakers for the institutes. But listeners and lecturers alike find learning is a "two way street," as both profit from the confrontations.

Perhaps the best justification as to the need for a Center to serve teachers, students and the public, can be expressed by Dr. John Kuhlman, professor of economics. He said that most school system teachers either ignored economics in their curriculum, did a bad job of teaching the subject, or learned something about it---the former two happening most often. Thus, he relates, his time in Economic 51 (the basic course on the Columbia campus required of several majors), is spent "unlearning" all those concepts taught during the previous years of formal education.